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HADLEY'S LESSONS IN LANGUAGE.

AN INTRODUCTION TO THE

STUDY OF ENGLISH GRAMMAR.



DESIGNED FOR CHILDREN.

CHICAGO:
HADLEY BROTHERS.

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LESSONS IN LANGUAGE:

AN INTRODUCTION

TO THE

STUDY OF ENGLISH GRAMMAR.

BY

HIRAM HADLEY.

REVISED EDITION.

TWELFTH THOUSAND.

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PREFACE.

Most children twelve years of age should be able to speak and write the English language with considerable readiness and accuracy, to avoid the common vulgarisms, and to detect the most frequent errors of speech, arrangement and notation.

The ordinary methods of teaching English grammar do little to establish a correct use of language.

The text-books in common use appeal chiefly to the memory. They are placed in the hands of young pupils who memorize them, and, perhaps, recite satisfactory lessons, but the real result is the acquirement of many terms and definitions, which convey but little meaning, and give but little mental growth. The practical use of language is not acquired thereby.

The injury inflicted upon the pupil is a double one. First, after much toil he fails to reap any substantial benefit. Second, he acquires wrong habits of study, which usually hinder thought, and give a great distaste for the subject. For the duties of life he is but little better fitted than though he had not "finished" English grammar.

A practical knowledge of the language is to be acquired through an intelligent observation and use of it, rather than through a study of the science. This observation and use

should be stimulated in all children at an early age. They acquire their use of language, whether elegant or inelegant, by imitation. Hence, all incorrect expressions should be corrected, and the child thoroughly trained in the use of correct ones.

In the use of written language, the first step is to exercise the pupil's perception in making an intelligent examination of a correct model. The second step is to exercise him in imitating that model until a reasonable degree of accuracy and skill has been secured. The third step is to exercise him in constructing correct sentences by using the knowledge he has acquired by observation and imitation. This plan should be steadily persevered in. The language lesson should be a daily one. It need not be long, but it should be thorough.

This little volume is intended as an exponent of these ideas, and is an "Introduction to the Study of English Grammar." Adaptation to the capacities of children, rather than scientific accuracy, has been the aim. I believe that a patient use of it will secure two very desirable ends: First, a reasonable readiness and accuracy in the use of language, and a properly stimulated perception; Second, an excellent preparation for the successful and rapid acquirement of the science of language as treated in ordinary text-books on the subject.

I invite teachers to give the book a trial, and note the results.

II. II.

CHICAGO, May 1, 1871.

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PREPARATORY EXERCISES.

EXERCISE I.

THE SENTENCE.

Teacher comes before the class with a number of objects in hand such as a book, an apple and a pencil.

Teacher. Tell me what I have here.

Pupil. An apple, a book and a pencil.

Look at them, and tell me something about them.

Note. — As much tact is required on the part of the teacher in selecting the most appropriate sentence, as in any other part of the work.

Note. — Pupils spell all words, and teacher writes them on the blackboard. The teacher, holding the pencil before the pupils and requiring their close attention, continues : —

What was the first thing I did in this lesson ?

You showed us a book, an apple and a pencil.

What did I do next ?

You told us to look at them, and say something about them.

What then did you do ?

We looked at them.

What next ?

We said something about them.

Did you not do something before you talked ?

Pupils think : hands are raised.

We thought.

Yes, that is right ; you thought.

What did you do after you thought ?

We told you what we thought.

How did you tell me what you thought ?

We told you promptly.

What did you use when you told me what you thought?
We used our tongues.

NOTE.—It will be noticed that the last two answers are not wanted. Such replies must be expected, and met by the teacher in some way like the following:—

What else did you use when you told me what you thought?

We used words.

That is what I wanted you to say. All repeat and spell,
We used words.

The teacher now refers to the sentence as seen upon the board, namely: The pencil has a point.

What are those upon the board?

Words.

What do they do?

They tell a thought.

NOTE.—When the pupils are slow to answer, a rapid review of the few previous points gained will seldom fail to secure the desired reply.

Because they tell a thought, what may we call this whole group of words?

The telling of a thought.

The telling of a thought how?

By words.

What then may we call the whole group of words?

The telling of a thought by words.

Who can give me a word to use instead of *telling*?
Hands are raised.

Showing,—saying.

I will give it,—Expression.

Tell me what this is upon the board, and use the new word.

It is the expression of a thought by words.

Pupils repeat and spell.

By what other name may this group of words be called?
A sentence.

NOTE.—Pupils will seldom fail to give the word, sentence; they have had it many times in their reading exercises.

Now tell me what a sentence is, and say the word *sentence* last.

The expression of a thought by words is called a sentence.

NOTE. — Pupils spell words, and after individual repetition teacher writes definition upon the board.

Let the pupils make five other sentences about the pencil or any object in the schoolroom. Teacher writes them upon the board. The words should be spelled by the pupils.



EXERCISE II.

CAPITAL LETTER. SELECTION OF SENTENCES. WRITING BY PUPILS.

Review previous lesson; cause pupils to name steps taken when they make sentences. Be careful that they repeat accurately the definition of a sentence.

I will write the sentence that you made for me yesterday on the board.

The pencil has a point.

With what kind of letter is the first word begun?

A capital letter.

Make a sentence about the clock.

The clock shows the time of day.

Teacher writes it on the board as the pupils spell the words.

With what kind of letter is the first word begun?

A capital letter.

Open your readers; each find a sentence; read it to me, and I will write.

Writes on board.

This bird is a dove.

Most birds have four toes.

Here is a picture of a house and a man.

The man is going into the house.

With what kind of letter is the first word of each sentence begun?

A capital letter.

Find in your books a sentence which does not commence with a capital letter.

Pupils fail to find one.

When we write or print a sentence with what kind of letter must we begin the first word?

We must begin the first word of every sentence with a capital letter.

Each of you make two sentences about my watch, select two other sentences from your readers, and write them carefully upon your slates.

NOTE. — The pupils are now strong enough to make or find new sentences. The work should be thoroughly criticised and examined by the teacher in respect to capitals, spelling, spacing, relative position and neatness.



EXERCISE III.

THE TELLING SENTENCE. PERIOD.

Review previous lesson.

About what did we talk in our last lesson?

About the sentence.

Make a sentence about this apple.

The apple is red.

Teacher writes upon the board, while the pupils spell words.

What did you do when you made this sentence?

We told you something about the apple.

We said something about the apple.

Because this sentence tells or says something, what kind of a sentence may we call it?

A telling sentence; a saying sentence.

You may call it a telling sentence. What then is a telling sentence?

A sentence that tells something is a telling sentence.

Make four telling sentences about the bell, two about the window, and three about a dog.

Pupils spell words, teacher writes upon the board, pupils copy upon their slates.

What have I placed after the last word of each sentence?
A period.

What mark then must be placed after the last word of every telling sentence?

We must place a period after the last word of every telling sentence.

Let the pupils write upon their slates the definitions suggested by the following questions.

What is a sentence?

With what kind of letter should we begin the first word of every sentence?

What is a telling sentence?

What mark must we put after the last word of every telling sentence?

For to-morrow, I wish you to write upon your slates six telling sentences about the cow, and be very careful about the use of capital letters, periods, and the spelling of all words.

I want every slate to look neat and clean.



EXERCISE IV.

THE ASKING SENTENCE.

Review previous lesson.

About what kind of sentence did we talk in our last lesson?

We talked about the telling sentence.

You may give me a telling sentence about my watch.

Your watch has a gold case.

How many of you would like to know something about my watch that you do not know?

Hands are raised.

How can you find out what you do not know?

We can ask you to tell us.



Well, you may ask me, and I will write what you say upon the board.

How much did it cost ?

Does it keep good time ?

Where did you buy it ?

How long have you had it ?

NOTE.— Pupils spell words, teacher writes upon board without punctuating

What have you been doing ?

Asking questions.

What are those upon the board ?

Sentences.

What do they do ?

They ask questions.

Because they ask questions, what kind of sentences may we call them ?

Asking sentences.

Pupils spell.

What is an asking sentence ?

A sentence that asks a question is called an asking sentence.

Pupils repeat, spell words, and write definitions upon their slates.

Open your books, each find two asking sentences, and read them to me.

Pupils find sentences, and read them.

What mark do you find after the last word of each asking sentence ?

An interrogation point.

If the pupils do not know the name of the mark, they may describe it or show it to the teacher, who then gives it a name, which the pupils are required to spell. Some pupil should then be required to complete the sentences on the board by placing an interrogation point after each. The pupils, rather than the teacher, should do this work; for although they are gaining useful information, the object of the lesson is not so much to inform them as it is to train them to investigate, discover, decide and do.

What mark must be placed after the last word of every asking sentence ?

Care should be taken to impress the fact that the punctuation mark is a part of the written sentence.

EXERCISE V.

THE COMMANDING SENTENCE.

How many kinds of sentences do you now know?

Two.

What are they?

The telling sentence and the asking sentence.

What is a telling sentence?

A sentence that tells something is called a telling sentence.

Give me the definition of an asking sentence, and I will write it on the board.

Pupils spell, teacher writes.

Write five asking sentences upon your slates.

Pupils write, teacher interrupts.

What are you doing?

Writing five asking sentences.

Why are you writing?

Because you told us to write.

What word can you use instead of told?

Commanded.

Again. Why are you writing?

Because you commanded us to write.

Who can repeat what I said?

Hands are raised, sentence is repeated, pupils spell words, teacher writes upon the board.

Write five asking sentences upon your slates.

What is this?

A sentence.

What does it do?

It makes a command.

It commands.

What kind of sentence may we call it?

A commanding sentence.

What is a commanding sentence ?

A sentence that expresses a command is called a commanding sentence.

Give me five commanding sentences, and I will write them upon the board.

Pupils give sentences, teacher writes and punctuates.

What mark have I placed after the last word of each sentence ?

A period.

Find two commanding sentences in your books.

To save time it will be well to designate some page previously selected by the teacher.

Why are these commanding sentences ?

Because they express commands.

What mark do you find after the last word of each ?

A period.

Pupils, state how to begin and close every commanding sentence.

For to-morrow you may write upon your slates ten commanding sentences about our Language Lessons.



EXERCISE VI.

THE EXCLAIMING SENTENCE.

Review previous lesson.

Call for ten or more commanding sentences about one object.

In giving these sentences insist on variety of thought and expression.

Were the stove to fall, what would you do ?

I would laugh.

I would be afraid.

I would halloo.

I would scream.

How many of you would say something ?

Hands are raised

What would you say?

O!

My goodness!

Whew!

Look out there!

What do you call these expressions?

Exclamations.

Pupils spell. If the pupils do not know the word exclamation, it may be given to them.

What exclamations would you make if you were scared? if you were sorry? if you were tired?

Pupils answer.

If you were to see an ox and a horse drawing a wagon, what would you say?

What a funny team that is!

How odd they look!

Suppose it were raining hard, and you were to look out of the window, what would you say?

How hard it rains!

What a wet day it is!

Let the teacher write all the above exclaiming sentences upon the board without punctuation. The pupils should spell all the words.

What are these upon the board?

Sentences.

What do they do?

They make exclamations.

What kind of sentences are they?

Exclaiming sentences.

What is an exclaiming sentence?

A sentence that makes an exclamation is called an exclaiming sentence.

Open your books and find two exclaiming sentences.

Pupils find and read sentences.

What mark do you find after the last word of each sentence?

An exclamation point.

Some pupil should now be called upon to complete the work upon the board.

What mark should be placed after the last word of every exclaiming sentence?

We should place an exclamation point after the last word of every exclaiming sentence.

For to-morrow, you may find five exclaiming sentences in your books, and copy them neatly upon your slates. You may also write five exclaiming sentences about our school. Try to have your own sentences look as nice as those you take from the book.

—•—

EXERCISE VII.

REVIEW.

Review all the previous work. Let the pupils repeat and write all definitions and statements in the order of their development.

Let them form, and find and write many of each kind of sentence.

Hold them rigidly to the correct use of capitals and punctuation marks.

Re-write every misspelled word or badly arranged sentence. Allow no dirt nor extra marks upon the slates.

LESSONS IN LANGUAGE.

TO THE TEACHER. — The object of these first lessons is to make the pupil quite familiar with the expressed *form* of a sentence. He should be *trained* to observe carefully a correct model, and then to imitate it; to use the capital letter at the commencement of the sentence, the full pause at the end, and the other marks in their proper places.

As it is the design of this little volume to teach the *use* of language, and introduce the pupil to the *science* of it, some things must necessarily be done mechanically, at first, but patient practice will soon make the pupil familiar with the marks here introduced.

DIRECTIONS FOR USING THE LESSONS.

1. By means of the suggestive questions attached to each lesson, let the pupil make a careful examination of the models.
2. Have the pupil copy the models on slate or paper.
3. Teacher examine the written work, noting all errors which the pupil should be expected to avoid.
4. Teacher question pupils until they fully understand what is correct, and can make a statement of it in their own language.
5. Pupils copy the exercise in a blank-book kept for receiving their final effort on each lesson.

6. Insist that this book be kept neat and free from blots and defacing marks of every kind. Too much attention can not be given to this point.



LESSON I.

CAPITAL AND PERIOD.

Model Sentences for Careful Examination.

1. A little girl sat near a tree.
2. A bird flew to the branch above her.
3. He began to sing a merry song.

QUESTIONS.

1. How many lines in the above ?
2. What kind of letter do you see at the beginning of each line ?
3. What mark do you observe at the close ?

Such a mark is called a period.

4. How many thoughts are expressed in these lines ?
5. Mention each thought.
6. What, then, does each line express ?

Because each line is a group of words used to express a thought, we call it a sentence.

7. What is a sentence ?

A sentence is a group of words used to express a thought.

Every sentence begins with a capital, and generally closes with a period.

Write a sentence about a boy,— a dog,— a cat.

LESSON II.

THE INTERROGATION POINT.

Model Sentences for Examination.

1. Did the little girl sit near a tree?
2. Did the bird fly to the branch above her?
3. Did the bird begin to sing a merry song?

Let us observe the difference between these sentences and those at the commencement of the last lesson.

1. Do they express their meaning in the same way? What difference do you notice?
2. Is the closing mark the same as the one used in the last lesson? Make this one on your slate.
3. Why, do you think, a different mark is at the close?
4. Do you know what this mark is called?

It is called an interrogation point.

5. From what you observe, when, do you think, an interrogation point should be used?
6. Write three sentences which close with an interrogation point
7. How should every sentence begin and generally end?

LESSON III.

CAPITALS IN PROPER NAMES.

Models for Study.

1. This little girl is named Mary.
2. She has a holiday because it is Saturday.
3. She has gone to the woods to enjoy it.

QUESTIONS.

1. With what kind of letter does Mary begin ?
2. With what kind of letter does girl begin ?

Mary begins with a capital letter, because it is the name of the particular girl about whom we are talking ; and girl begins with a small letter, because it is not the name of a particular person.

Names of particular persons, times and places are called **proper names**; and names that are not such are called **common names**.

3. What kind of words are proper names ?
4. What kind of words are common names ?
5. What kind of names should begin with capitals ?
6. Write your own name, commencing it with a small letter. How do you like the appearance ?
7. With what kind of letter does Saturday begin ? Why ?
8. With what kind of letters should the names of the days of the week and months of the year begin ? Why ?
9. From what you have observed, give two uses of capital letters.
10. Write three sentences each containing a proper name. Do they contain any common names also ?

LESSON IV.

REVIEW.

Correct the following sentences orally, and then write them in their corrected form upon the slates. Afterwards copy them in your blank-book.

1. july is the seventh month in the year ?
2. Mount ararat is in asia.
3. england and france are in europe.

4. how old is Jane.
5. is the Music good.

QUESTIONS.

1. How should a sentence begin, and what should generally be used at the close?
2. How should a question begin, and what mark should be used at the close?
3. How should proper names begin?
4. Write the names of the days of the week.

In expressing thoughts, intelligent and well-educated persons generally use more elegant language than the ignorant do. Children should learn to use proper language and to avoid the use of improper.

5. Are the following sentences correct?

I seen a man. We sold the hoss.

6. Mention two other incorrect sentences which you have heard.



LESSON V.

COMMA.

Model Sentences.

1. Mary loves the trees, fields, flowers and birds.
2. She said : "Why are you so happy, O Birdie ?
3. Tell me that I may be happy, too."

Write these, with all the marks, on your slates.

QUESTIONS.

1. You notice a mark after trees and fields. Make one on your slates like it.
2. Do you know what such a mark is called ?

It is called a **comma**. Now listen, while I tell you when to use it.

When you have three or more words used in the same way, you must separate all but the last two by a comma. And notice that between the last two there is only the word AND.

Many authorities say that both the comma and the word AND should be placed between the last two of a series, but this is so far contrary to both custom and reason that we have concluded to teach that the word AND is sufficient.

3. Correct the following sentences, and give the reasons for your corrections.

John expects to read write and cipher.
o had I wings like a bird !

4. Give two uses of capital letters.

5. Do you think the following sentences are correct ?

I haint got no slate pencil.
Henry come to school with me this morning



LESSON VI.

COMMA, AND CAPITALS *I* AND *O*.

Model. — Examine it closely.

1. Little Mary, God made me that I might be happy,
and he gave me a voice that I might sing to those who are
unhappy.

QUESTIONS.

1. After Mary, in the first line, you find a mark exactly like the one you saw in the last lesson. Tell me its name.

2. Does it separate three or more words, used in the *same way*, as in the last lesson ?

In this sentence Little Mary is spoken to, or addressed, and we place a comma after her name.

A comma is used after the name of a person addressed.

3. You find the letter *I* standing alone. Is it a capital or a small letter ?

I and O, when standing alone, should always be capitals.

4. Write two sentences containing the name of a person addressed ; two sentences containing *I* and *O* standing alone.

5. With what kind of letter should a sentence begin, and what mark should be used at its close ?

6. What mark follows a question ?

7. Correct the following :

1. Jane i want to see you
2. I love apples peaches and pears,
3. Mary come to school this morning.
4. John has came to school this morning.



LESSON VII.

CAPITALS IN POETRY.

Model for Study.

A noisy, merry bird am I,
With not a care nor fear ;
I'm happy all day long, and sing
For those about me here.

QUESTIONS.

1. How many capital letters have been used ? Where ?
2. Does each line begin at the same distance from the edge of the paper ? Which lines begin nearer the edge ?

3. Which lines begin farther from the edge ?
4. What do you notice about the sounds of the words at the end of the second and fourth lines ?

They close with the same sound.

When lines close with words ending in the same sound, we say such lines rhyme. Composition like the above is called poetry.

5. With what kind of letter does each line of poetry commence ?

Each line of poetry should begin with a capital.

6. Give all the uses that you have learned of capital letters.

7. Write the following correctly upon your slates :

mary had a little lamb,
its fleece was white as snow ;
and everywhere that mary went,
the lamb was sure to go.

After it has been corrected, copy it in your blank-book Take great pains that your work be done very nicely.



LESSON VIII.

REVIEW.

1. How should every sentence begin ?
2. What marks may be found at the close ?
3. He bought a large, new and fashionable house.
What three words describe house ?
4. Are they all used, then, in the same way ?
5. How should they be separated ?
6. How many words are used in the same way ?
7. What do you see between the last two ?

If but **two** words not meaning the same thing are used in the same way, and the word **and** or **or** is placed between them, no comma is used.

8. I and O standing alone should be what kind of letters ?
 9. Write the following sentences correctly on your slates :

1. Where is John. John is here ?
2. The girl is intelligent, and amiable.
3. We started on a calm pleasant moonlight night.
4. We were crowded in the cabin;
 not a soul would dare to sleep :
 it was midnight on the waters,
 and a storm was on the deep

Finally, copy them into your blank-book with great care. Remember, Not how *much*, but how *well*.

LESSON IX.

QUOTATION MARKS.

Model for Study.

Mary said: "But, Birdie, God made me, too, and gave me a voice that I might sing and talk with all about me, and yet I am not happy all the time as you are."

QUESTIONS.

1. What marks do you observe at the end of the sentence ?
2. Are the commas placed on the line ?
3. Tell me what you see before the word *but*.
4. Are these commas in the same position as those at the close ?
 No, they are turned upside down.
5. Are they placed on the line ?
6. Who said all the words in the text ?

Because the words are repeated exactly as Mary said them, we say they are quoted, and we call the whole paragraph a direct quotation. The marks (" ") at the beginning and end, we call quotation marks.

7. What is a direct quotation ?

A direct quotation is a repetition of the exact words of another.

8. Inclose each of the following lines with quotation marks :

1. Thou shalt love the Lord thy God with all thy heart.
2. Love thy neighbor as thyself.

9. Do you think the following sentence is correct ?

She and me are of the same age.



LESSON X.

THE COLON.

Model.

Birdie said : " Little girl, why are you not happy ? You have kind friends, a pretty home, the green fields to roam in and the sweet flowers with their bright colors to look at. Truly, you should be happy."

QUESTIONS.

1. What do you find between said and little ?
2. Are they two periods ?

Such a mark is called a **colon**, and is placed before a direct quotation, when we are told in the text who uttered the words quoted.

3. What marks should be used with a direct quotation ?

A colon should be placed before a direct quotation, and there should be quotation marks at the beginning and end of the quotation.

4. With what kind of letter does a direct quotation begin ?

Every direct quotation should begin with a capital letter.

5 Write the following sentences correctly :

The girl said it is a pleasant day.

Mother said, Annie, you must go to school.

Let the teacher dictate the text found at the head of this lesson to the class, and the pupils write it on their slates correctly.



LESSON XI.

DIVIDED QUOTATION.

"Yes, Birdie," said Mary, "I know it is wrong for me to have such thoughts, but sometimes, when I do not want to do what my mother or teacher would have me do, I feel cross, and think I can never sing or be pleasant again."

1. Look carefully and see if the quotation is all written together.
2. What would you say of an apple, if I should cut it and put part in one place and part in another ?

We should say it was divided.

3. What kind of quotation shall we call this, then ?
4. Notice carefully the marks. Do you see a colon ?
5. Do you find quotation marks ? Where are they ?
6. What words are thrown between to divide the quotation ?
7. What marks separate the quotation and the dividing words ?
8. How should a divided quotation be written ?

There should be quotation marks before and after each part of the quotation ; and a comma should be placed between each part of the quotation and the dividing words.

9. Write the following correctly :

1. I know said the boy that I am wrong.
2. Be good said a wise man and you will be happy.

LESSON XII.

REVIEW.

1. John, come here. Give two reasons why John should commence with a **capital** letter.
2. Why should there be a comma after John ?
3. It is nOt true that i am going.
4. Is the above sentence correct ?
5. When should I and O be capitals ?
6. When do words rhyme ?
7. What is a direct quotation ?
8. What marks should be used with a direct quotation ?
9. How should a divided quotation be written ?
10. Write the following correctly

A wise man says know thyself,
 There is said he no other hope
 No, indeed, said the man I have found how useful you are, so I
 shall keep you for my own.

11. Do you like the following sentences ?

Who broke this slate. Me.
 Bring me them apples.



LESSON XIII.

CAPITALS — PERSONIFIED OBJECTS.

Copy the text in the XIth Lesson.

1. Can birds talk, hear and understand what we say ?

TO THE TEACHER. — The author wishes it to be kept constantly in mind, that his object being to adapt these lessons to the capacity and needs of children, he does not aim to make all his definitions and rules so accurate as to be beyond criticism.

2. How is a bird represented here? As a person.

Because the bird is represented as talking and listening as a person does, we say it is **personified**.

3. Where is an animal or object personified?

When it is made to talk and listen as a person does.

4. With what kind of letter does Birdie begin?

The names of all animals and objects that are personified, should begin with capitals.

REVIEW.

5. Give six uses of capital letters.

6. Give two uses of the comma.

7. Give one use of the colon.

8. What is a direct quotation?

9. Correct the following:

The lamb said to the wolf: Who are you?



LESSON XIV.

THE HYPHEN.

"But, Mary," said Birdie, "when you feel cross and unpleasant, is the very time you should be merriest. Sometimes, when I come home with only a small fly for my mate and little ones, my mate is cross, and scolds a great deal. Then I sing loud and long, and she soon forgets her ill-humor and sings with me."

QUESTIONS.

1. Look at the word *unpleasant* at the end of the first line. How many syllables in it?

2. But there was not room to put it all on one line, so the printer was obliged to put part on one line and the remainder on the line below. Perhaps, if he had tried, he might have put more than *un* on the first line. Why did he not do so?

Because, when a word is divided so that part is placed on one line and part on another, the division should be made between two syllables.

3. Do you know what the mark at the end of the first line is called?

It is called a hyphen.

4. Is it used at the beginning of the second line?

5. Tell one use of a hyphen.

When a word is divided at the end of a line a hyphen is used, and the other syllable or syllables are placed on the line below.

6. Copy the text on your slate, and afterwards in your blank book.

7. When is an animal or object personified?



LESSON XV

HYPHEN — *Continued.*

“Well, Birdie, I am glad you have told me so good a cure for my ill-humor. I will go home now and try to do just as you have said. I will come and see you some other time. Good-bye.”

QUESTIONS.

1. Look carefully until you find *ill* and *humor*. What do you find between these words?
2. Are these two separate words?

3. What do we call a word whose two parts are separated by a hyphen?

We call it a compound word.

4. How are compound words written?
 5. Give two uses of a hyphen.
 6. Put a hyphen in the proper place in each of the following words:

Anthill, blueeyed, glasshouse, tomorrow, fivecent, redtopped.



LESSON XVI.

PRECEDING MARKS INCORRECTLY USED.

Write the following sentences, and make corrections when needed:

1. John is good
2. Where is my hat.
3. The men women boys and girls went.
4. Ann come here.
5. i have read the book and i like it.
6. A wolf said to a lamb why do you muddy the stream ?
7. Why said he are you so sad ?
8. The fox said to the crow how beautiful you are !
9. The air in summer is warmer than in winter.
10. The teapot fell and was broken.
11. Which is right? The lot is twenty foot wide; or, The lot is twenty feet wide.
12. He writes good ; or, He writes well.



LESSON XVII.

COMMA — *Continued.*

John went to market early one morning to get some apples, peaches, pears and plums. He bought some pears

and plums, but could find neither peaches nor apples. For what he bought he paid half a dollar, or fifty cents.

QUESTIONS.

1. What mark do you find after each of the words apples and peaches ?

2 Why is a comma placed after these words ?

Because when three or more words are used in the same way, all but the last two should be separated by a comma.

3. In the second part of the paragraph you find, " He bought some pears and plums." Is there a comma after pears ?

4. How many words are used in the same way ?

5. Why is there no comma after pears ?

Because when there are only two words, and and connects them, a comma should not be used.

6. What mark do you find after the word dollar ?

7. Why should a comma be placed there ?

Because when two words meaning the same thing have or between them, the comma should be used.

Remember, the comma is thus used only when the two words denote the same thing.

8. Put the comma in the proper place in the following :

1. The sun moon and stars send forth light.
2. The girls and boys may have recess.
3. The pencil cost ten cents or a dime.
4. It belongs to John or James.

LESSON XVIII.

CAPITALS — TITLES OF BOOKS.

I went to the book-store to buy "The Ark of Elm Island," but could not get it. The clerk said they had "Lion Ben" and "Charlie Bell," but he could not give the book I wanted.

QUESTIONS.

1. Look through the sentences above and count the capitals.
2. Are these capitals used at the commencement of new sentences?
3. Select the expressions beginning with capitals.
Each expression, as perhaps you know, is the name of a very nice book.
4. Do all the words in the expressions begin with capitals?

When we mention the titles of books the principal words should begin with capitals.

5. Give two uses of the comma.
6. Give three uses of capital letters.

Write the following correctly :

1. Felter's arithmetic, The first reader,
2. Guide to composition, Kerl's grammar.
7. Do you think the following sentences are correct ?

She writes neat.
Bring them books.



LESSON XIX.

PERIOD — CAPITALS — TITLES OF PERSONS.

Mr. and Mrs. Jones send compliments to Rev. A. M. Smith, and request the pleasure of his company Friday evening.

QUESTIONS.

1. Pronounce the first word in the text. Spell it.
2. Does Mr. spell Mister ?

Because it is a short way of expressing Mister, we call it an abbreviation.

3. What do you see after Mr ?
- 4 Is Mrs. an abbreviation ?
5. Of what is it an abbreviation ? *Of Mistress.*
6. Do you see any other abbreviations in the text ?
7. Is Rev. part of the man's name ?

No, it is only a title given him on account of his office.

8. With what kind of letter does it begin ?

Titles of office, honor and respect, should begin with capitals.

9. Mention other titles that should begin with capitals.
10. Where should a period be used ?
11. What mark should finish every abbreviation ?



LESSON XX.

COMMON ABBREVIATIONS.

Write their equivalents on the slate.¹

Gen., Wm., Co., Dr., Maj., St., No., N. Y., A. M., P. M., Rev., Yds., Prof., Hon., Col., Esq., Bbls., M. D., R. R.

Correct the following :

1. Rev Dr Snow preached on the goodness of God.
2. She put the St and No on her letter.
3. The N Y Central R R prospers.

¹ The teacher may supply such equivalents as the pupils themselves cannot obtain.

LESSON XXI.

APOSTROPHE TO DENOTE OMISSION.

"But," his little daughter whispered,
As she took his icy hand,
"Isn't God upon the ocean
Just the same as on the land?"

QUESTIONS.

1. What kind of composition do we call that in the text?
2. With what should each line of poetry begin?
3. Where should each line of poetry begin?
4. Pronounce the first word in the third line.
5. Is that the full form of the word?
6. What is the full form?

You observe a new mark used to take the place of the letter that has been omitted. *This mark is called an apostrophe, and is used when a letter or letters have been purposely left out.*

7. Give one use of an apostrophe.
8. Write full forms for the following.

'Tis, Hark'n, Ne'er, I've, Do't, Use'em.

LESSON XXII.

APOSTROPHE DENOTING POSSESSION.

Mary's mother said that she might play all the afternoon, if she would only remember to come home when the clock struck four. She forgot her promise, and staid until

it was late. Mary's promise was like those which many little girls make.

QUESTIONS.

- 1 Spell Mary's in the first line.
- 2 Whose mother told Mary what she might do ?
- 3 Yes, I do not suppose any other mother would have the right to direct Mary. But I wanted to express on paper that Mary owned, or possessed, the mother. How did I do it ?

By writing the word Mary with an apostrophe, and letter s after it.

- 4 Give two uses of the apostrophe.
- 5 Place the apostrophe in the right place, in the following :

Johns pencil,	The eagles feather,
Mothers child,	Marys lamb,
Harrys home,	The girls pencil.



LESSON XXIII.

REVIEW.

- 1 The ship sailed up the gulf, or bay.
- 2 I bought Ray's Arithmetic.
- 3 The book was given to Captain Jones.
- 4 I'll never say, I can't.
- 5 Jane's hat is new.

QUESTIONS.

- 1 In the first sentence, why is there a comma after gulf ?
- 2 In the second, why do the last two words begin with capitals ?
- 3 In the third, why does Captain begin with a capital ?
- 4 What do you call the mark between I and ll, in the first word n the fifth sentence ?
- 5 What mark between e and s, in the fifth ?

5. Why are these marks thus used ?

6. Make proper corrections in the following :

The house or building, was large.

I read in Wilsons third reader.

Ive found the place.

Marys book is torn.

The sword belonged to king arthur.



LESSON XXIV.

EXCLAMATION POINT.

1. Alas ! my friend is dead.
2. Hurrah ! Huzza ! vacation is here.
3. Pshaw ! such words are of no use.

QUESTIONS.

1. How do you suppose the person felt who uttered the first sentence ?
2. What single word in the sentence expresses his feelings ?
3. What feeling must the person have had who used the language in the second ? In the third ?
4. What single word in each sentence expresses the emotion or feeling ?
5. Describe the mark you observe after each of these words. Make one like each.

This mark is called an exclamation point.

6. Where is an exclamation point used ?

After a word expressing strong emotion, or feeling, an exclamation point is used.

TEACHER AND PUPIL.—Be patient. Take time to master these short lessons well. After thoroughly understanding them, let the pupil copy the model sentences into his blank-book. Take great pains. Make haste slowly.

Search for such expressions in your reader, and notice the use of the exclamation point.

7. Where should an interrogation point be used ?
8. Give two uses of the comma.
9. Put the proper marks in the following :

1. In the month of Sept the leaves begin to fall from the trees.
2. Pussy cat Pussy cat where have you been
3. The girl writes rapidly neatly and legibly.



LESSON XXV.

REVIEW.

1. Eva why do your flowers bloom so brightly.
2. June July and August are the summer months.
3. Tis a long road that has no turn.
4. Halloo said the boat-swain hand in the rope.

1 What mark should be used at the end of the first sentence ? Why ?

2. What mark should follow the word Eva ? Why ?
3. What should be placed after the words June and July ? Why ?
4. Is the first word in the third line written correctly ? How should it be written ?
5. Put the proper marks in the fourth sentence.
6. What do you call the mark between boat and swain in the fourth sentence ?
7. Where should a hyphen be used ?
8. Give two uses of the comma.
9. Where should an apostrophe be used ?
10. What is a quotation ?
11. Where should quotation marks be used ?
12. When do we use the exclamation point ?
13. How should a sentence begin, and how should it end ?

LESSON XXVI.

1. The Eyes said to the Hands: "To see is better than to feel."
2. I was so busy reading "Rollo in Europe" that I did not notice he had entered.
3. President Grant is a younger man than Senator Seward.
4. Suppose the glistening dew-drop
Upon the grass should say,
"What can a little dew-drop do?
I'd better roll away."

QUESTIONS.

1. With what kind of letter do Eyes and Hands in the first sentence begin? Why?
2. How many capitals do you find in the second sentence?
3. Why should the expressions, *President Grant* and *Senator Seward*, commence with capital letters?
4. What kind of composition do you find in the fourth?
5. Should each line of poetry begin as near the margin as in prose?
6. Should all the lines begin at the same distance from the margin?
7. Give all the uses of capital letters.

Are the following sentences correct?

1. We was disappointed
2. You was kindly treated.

TO THE TEACHER.—In the preceding exercises, the pupil had before him a pattern which he was expected to examine carefully and from this examination to learn correct forms of written expression. Should it be found that the lessons have been too few to afford him a thorough acquaintance with all the characters therein introduced, the teacher can easily add more until a full and perfect acquaintance has been formed.

These exercises should be followed by others in which the child is required, not only to make his own sentences, but afterwards to write them upon his slate. After such exercises have been carefully corrected by the teacher, they should be neatly copied in the blank-book by the pupil.

Before a child can make sentences of his own, he must have ideas. These ideas can be acquired by observation and conversation, and happy is that teacher who can, by his conversation, lead his pupils to a close and careful observation of all things around him. The following lessons may embrace two classes of exercises. In one, the pupil may be required to write a sentence for each word. In the other, as he becomes skilled in the exercises, he may write sentences containing all the words found in each line. Should the teacher desire it, he can add other words, thus increasing the difficulty of the work.

LESSON XXVII.

TO THE TEACHER.—Let the pupil write one sentence containing the first three words ; or, if the teacher does not think him sufficiently advanced, let him write a single sentence for each word. The sentences should first be written on the slate. After proper corrections have been made, they should be copied in the blank-book.

1. Lesson,	hard,	me.
2. School,	place,	play.
3. Knife,	handle,	bright.
4. Corn,	fields,	high.
5. Sun,	warm,	August.

MODEL.

- 1 This lesson is hard for me.
- 2. School is not a place for play.
- 3. The knife has a bright handle.
- 4. The corn in the fields is high.
- 5. The sun is warm in August.

REVIEW.

1. When should the interrogation point be used?
2. Would it be proper to use it after the first sentence?
3. Can you write the sentence again and make it necessary to use the question mark at the close?
4. Is the following sentence correct?

There was more apples than one.



LESSON XXVIII.

Combine the following words into sentences after the above model:

1. John,	boy,	father.
2. Ink,	pen,	write.
3. Book,	cover,	paper.
4. Dolls,	plaything,	girls.
5. Pins,	brass,	point.

REVIEW.

1. Where should the period be used?
2. Put periods in their proper places in the following:

The Capt has gone to N Y

Mrs Smith bought five yds of muslin

The teacher can dictate other examples for practice. To *train* is as necessary as to *teach*.



LESSON XXIX.

1. Fire,	burns,	matches,	wood.
2. Smoke,	pipe,	fire,	stoves.
3. Pens,	steel,	gold,	point.
4. Gold,	found,	sand,	dirt.
5. Sheep,	wool,	back,	warm.

1. When three or more words are used in the same way, how should they be separated?

2. Put the proper marks in the following sentences:

The apple is large round and smooth.

Did the apple belong to John, or Jane

3. Which do you prefer?

The boys came to school yesterday, or

The boys come to school yesterday.

LESSON XXX.

1. Toss,	fragrant,	hay,	sun.
2. Milk,	cows,	street,	grass.
3. Watch,	time,	dog,	night.
4. Coal,	black,	grate,	stove.
5. Thread,	white,	spool,	sew.

REVIEW.

1. What mark is used to indicate possession?

2. What mark is used to indicate that letters have been omitted
privately?

* Put the proper marks in the following:

Johns book is larger than Marys.

They sailed oer the sea.

LESSON XXXI.

1. Thimble,	finger,	sew,	needle.
2. Mud,	road,	rains,	snows.
3. Fox,	said,	grapes,	sour.
4. Who,	they,	fail,	lesson.
5. Winter,	snow,	ice,	fun.

REVIEW.

1. What is a quotation ?
2. What marks must be used with a quotation ?
3. How many kinds of quotations are there ?
4. Put the proper marks in the following :

The farmer said the dog is mad.

I know said John that he will come



LESSON XXXII.

1. Watch,	wood,	fire,	end.
2. Ball,	round,	yard,	knock.
3. Skate,	smooth,	ice,	winter.
4. Good,	boys,	wood,	water.
5. Flowers,	pretty,	fragrant,	bouquet.

REVIEW.

Do the following sentences have the correct marks ?

If wrong, correct.

Why do your flowers grow !

The day is beautiful and fair ?

I said " where have you been ? "

James mother bought five yds of lace of Mr Jones !



LESSON XXXIII.

OBJECTS — THE APPLE.

1. The teacher holding up an apple asks : " What is this ? "

It is an apple.

Teacher. — Tell me the name of some part you can see.

Pupil. — I see the skin. — I see the stem. — I see the outside.

T. — I will take my knife and cut the apple in the middle. What small parts in the centre can you see now?

P. — I can see the seeds.

T. — Mention some parts that all apples have.

P. — All apples have an outside, an inside, a stem, skin and seeds.

T. — Write this statement on your slates.

T. — Tell me for what apples are used.

P. — They are used to make pies. They are used to make apple-sauce. They are used to make cider. They are good to eat.

T. — All tell me for what apples are used.

P. — Apples are used to make pies, apple-sauce and cider. They are good to eat.

T. — Write these statements on your slates.

T. — Where do we get apples?

P. — They grow on trees.

T. — On which part of the tree do we find them?

P. — We find them on the limbs.

T. — Can I always find them on trees? There is a beautiful tree just outside the window. I wish you would go and pick an apple from it.

P. — But there are none on it.

T. — Who knows where there are apple-trees? (Several hands are raised.)

T. — Well, next Monday will be Christmas, how many will go with me to gather apples?

P. — But none are there now. Apples can be gathered only in summer and autumn.

T. — Write the last statement on your slates.

T. — What do you find on apple-trees in spring?

P. — We find flowers on apple-trees in spring.

T. — Write the last statement.

T. — What do we find on apple-trees in winter?

P. — In winter we find sometimes a few dried leaves, but nothing more.

T. — Write the last statement. Read all that you have written.

APPLES.

All apples have an outside, an inside, a stem, a skin and seeds. Apples are used to make pies, apple-sauce and cider.

Apples grow on apple-trees. Apples can be gathered only in summer and autumn. We find flowers on apple-trees in spring. In winter we find only a few dried leaves.

When corrected, copy in your blank-books.



LESSON XXXIV.

WATER.

1. *Teacher.* — What is in this glass?

Pupil. — There is water in the glass.

2. *T.* — How do you know it is water?

3. What color is it?

4. Let me put my pencil in the water. Can you see it?

Because we can see the pencil through the water, we say water is transparent.

5. What do we say of water? Write this statement on your slate.

6. See, if I pour the water out, it forms itself into drops. Will chalk do this?

Because water forms itself into drops when poured from the bottle, we call it a liquid.

7. What is water? Write this statement on your slates.

8. Combine your last statement with the one first made, so as to make but one sentence.

9. What use do we make of water? Write the answer.

10. Does water always look like this? Write the answer.

11. After water has been over a fire for some time, what do you see rising from it?

12. Where did the steam come from?

13. What effect, then, does heat have upon water? Write the statement on your slates.

14. Suppose it were to be very cold to-night, and you should leave water out all night, what would you find in the morning?

15. What would cause the ice?

16. What effect does cold have upon water? Write.

17. What do you think of the usefulness of water? Write the answer.

18. Does water ever do harm? Write the answer.

19. Read what you have written.

REVIEW.

1. How should every sentence begin?

2. What mark is generally found at the close?

3. What mark follows a question?

LESSON XXXV.

BREAD.

1. *Teacher.* — What is this? (holding up a piece of bread.)

2. Of what is it made? Write the answer.

3. How is flour changed into bread? Write the answer.

4. Is bread transparent? Why not?

5. Combine and write the last two answers.

6. Is bread a liquid? Why not? Write the answer.

Because bread will not pour out in drops, it is called a solid.

7. Look at the bread carefully, and tell me what you see in all parts of it.

Pupil. — I see a great number of little holes.

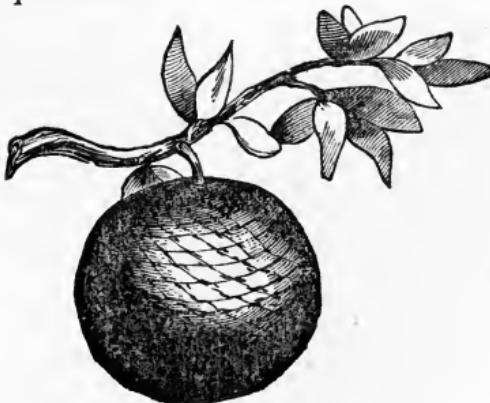
Teacher. — These holes are called **pores**, and because bread is full of them, we say bread is *porous*.

8. What is bread? Write the answer.

9. Of what use is bread? Write the answer.

10. What can you say of its usefulness?

11. How could we live without it? Write the answer to the last two questions.



THE BREAD-FRUIT.

12. On some of the South Sea islands there is found a tree called the Bread-fruit tree. It grows to the height of forty feet or more, and has leaves about eighteen inches long and eleven inches broad.

The fruit is a large green berry, much like a cocoa-nut or melon in size and form. It is baked like bread, and tastes much like a roasted potato. It forms a large part of the diet of the inhabitants.

13. Read what you have written.

Re-write all you have written, and when you have arranged it as well as you possibly can, copy it in your blank-book.

LESSON XXXVI.

A PAPER BOX.

1. What is this?
2. Name the parts of the box you see.
3. Write the names of the parts.
4. Of what is this box made? Write.
5. By whom are boxes made? Write.
6. Look at this piece of coal. By whom was it made?

Because God forms the coal, we say it is a natural substance; but because man makes boxes, we say they are artificial.

7. What do we say of boxes because they are made by man? Write.

8. John, can you bring me some water in this box?

It will not hold water. The water will soak through the paper.

9. Here is a pail made of tin. Will this hold water?

Because tin will not allow the water to pass through it, we say it is water-proof, and because paper will permit the water to pass through it, we say it is not water-proof.

10. What boxes will hold water? Why? Write.

11. Is this box handsome enough to place upon the parlor table? Write.

What do we say of things that are made only to look pretty? And of things made to be used?

12. Was this box made for use or ornament? Write.

Read what you have written.



LESSON XXXVII.

WRITING PAPER.

1. (Teacher holding up a bit of writing paper.) How many can tell me what this is?

2. What kind of paper is it?

3. What is its color?

4. Does any one see paper of another color?

5. Of what color is writing paper then? Write the answer.

6. Where is the paper made? Write.

7. Of what is it made? Write.

8. Are there any other kinds of paper? Write.

9. Of what is brown paper made? Write.

10. For what is paper used? Write all the uses you can think of.

11. Now, tell me why it is not used for dresses? and coats?

12. Yes, little boys and girls need to have their clothes made of strong material. Would it make good shoes?

13. Of what are shoes made? Yes, shoes are made of leather, because it will wear a long time. *Because leather will wear a long time, we say it is durable.*

14. Why, then, will not paper make good shoes? Write.

15. Is there another reason why it will not make good shoes?

16. Suppose you put some paper in the fire, what would happen? *Because paper will burn when put in the fire, we say it is inflammable.*

17. Write what you have learned about paper.

18. Read what you have written.

LESSON XXXVIII.

A PIG.

1. How many of the children have ever seen a pig?

2. Name some part of the pig that you have seen.

3. Now, write all the parts of the pig that you can think of.

4. What kind of head has he? Write.

5. What sort of eyes? Write.

6. Of what shape are the legs? Write.

7. Does the hair on the back look fine, or coarse and stiff?

8. Where is the mouth? Write.

9. Is the pig a neat animal? Write.
10. How does it spend most of its time? Write.
11. Of what use is it?
12. Why do you suppose God gave a pig a head and snout of such strange shape?
13. Why do you suppose it has such huge, flapping ears?
14. Do you suppose a pig ever saw the stars?
15. Where does a pig always look?
16. Does it need large and beautiful eyes then? Write on your slates a reason why God gave the pig such little eyes.
17. Suppose it were covered with fine soft fur, what would be the effect when it rolled in the dirt? Write.
18. Has God fitted the pig to the position which he is to occupy? Write.
19. Read what you have written.

Have each answer carefully written and then combine the answers.



LESSON XXXIX.

A MATCH.

1. How many know what this is?
2. Of what is it made? Write.
3. Can you make a match of wood only?
4. What do you find on each end? Write.
5. Who makes matches? Write.
6. Because man makes them, what do we say of them?
7. Are the materials of which they are composed artificial?

NOTE. — The teacher should provide himself with a few matches.



8. Where is the wood obtained? Write.

9. Where is the sulphur obtained? Write.

Because the sulphur is dug from the ground, we call it a mineral.

10. What do we call sulphur? Why? Write the answers to the last two questions.

11. Look at the sulphur and tell me its color.

12. What is the color of the wood? Write the answers to the last two questions.

13. Let me rub it against the wall. What do you observe?

14. What do we say of objects that will burn? Write.

15. Is the wood inflammable? Write.

16. What becomes of the sulphur? Of the wood?

17. Which burns more rapidly, the wood or the sulphur?
Write the answers to the last three questions.

18. For what are matches useful? Write.

19. You say they are very useful; are they ever dangerous?

20. Read what you have written.



LESSON XL.

GLASS.

1. Who knows what this is?

2. Who can tell me in what part of a house glass is generally used? Write.

TO THE TEACHER — Please remember that we desire neatness and accuracy more than quantity. Make haste slowly. To have *one* of these exercises neatly written, properly spelled and correctly punctuated, is a greater success than to have many carelessly done.

3. Is it well suited for the floor of a school-room? Why not?

Because it breaks very easily, we say it is brittle

4. Would it do for a roof? Why not?
 5. Is it ever used for a roof?
 6. Why do people use it for windows?
 7. Will it allow the water to pass through it? Write the answers to the last questions.

8. Are there more reasons than those you have given why it is not used more in building houses?

9. Which is the more expensive, glass or wood? Write.
 10. The people of England once built a very large house of glass, and, because it was clear like crystal, they called it "The Crystal Palace." Copy.

11. Who knows of what glass is made?
 12. Mention as many different kinds of glass as you can.
 13. What kind do we often see in church windows?

Write the answers to the last questions.

14. Who can tell some other use of glass?

Write and read all you have written.

Where is the apostrophe used?



LESSON XLI.

A CHAIR.

1. Mention some of the parts of the chair you can see. Write one sentence containing their names.
 2. Of what is the back of the chair made?
 3. What other parts are made of wood? Tell in one sentence what parts are made of wood.

4. Of what is the seat made? Write.
5. Are all chairs like this?
6. What kind of chair do you like best? Write the answers to the last questions.
7. For what are chairs used? Write.
8. Of what use is the back of the chair? Write.
9. Of what use are the legs? Write.
10. Of what use are the rounds? Write.
11. Of what use is the whole chair? Write.
12. Did you ever know a boy or girl who seemed to think chairs were hooks on which they might hang their clothing?
13. Are such uses proper ones? Write.
14. Read what you have written.

Where should an interrogation point be used?

LESSON XLII.

THE HAND.

1. What am I holding up for you to see?
2. What do you call the broad, flat part below the fingers?
3. What do you call the part opposite the palm on the outside of the hand?
4. Of what parts does the human hand consist? Write.
5. Which finger is the longest? Write.
6. Which finger is the shortest? Write.
7. Is my finger straight now? (bending the fingers.)
The places where the finger bends are called joints.
8. How many joints in each finger? Write.

9. What do you notice at the end of each finger? Write.

10. For what are hands used? Write the answers to the last two questions.

11. If you wished to point in a certain direction, which finger would you use?

12. Then we will call that the pointer. Write on your slates, We will call the first finger, **Pointer**.

13. On which finger do women wear the thimble? Then let us call that, **Thimble-Wearer**. Write.

14. On which finger do ladies wear the wedding ring? Then let us call that, **Ring-Wearer**. Write.

15. What does the little finger do? Then let us call that, **Little Do-Nothing**. Write.

16. The thumb seems to be watching the others to see if they behave, so we will call him **Sentinel**. Write.

17. Read what you have written.

18. Re-write it carefully and copy neatly in your book.



LESSON XLIII.

FORMING COMPOUND SENTENCES FROM SIMPLE ONES.

To THE TEACHER.—In the following lessons have the pupils write the simple sentences, that they may be able to make compound or complex sentences. Practice in this direction is very valuable, and there cannot be too much of it. Should the teacher find the exercises of this kind too few, he can readily supply the deficiency.

1. John goes to school. John learns fast. John will excel.

2. John is a good boy. John is a faithful boy. John is a truthful boy.
3. When John goes to school he studies. When John goes home he improves each minute.
4. He has a dog. The dog's name is Fido.
5. Fido loves John very much.
6. I guess Fido loves him as well as any dog can love a person. I guess he loves him as well as many boys *love* their brothers.

QUESTIONS.

1. I want to put the first three sentences into one. It will not sound well to say John goes to school, John learn fast and John will excel. What little word can I use instead of John ?
2. Write, substituting the word *he* for the word *John*. Thus, John goes to school, he learns fast and he will excel.
3. Now, unite the next three, putting the word *he* for the word *John*. He is a good boy, he is a faithful boy, he is a truthful boy. Is it necessary to use the words *he* and *boy* so often ?
4. Write the sentence, using *boy* and *he* once. He is a good, faithful, truthful boy.
5. Join the next two, substituting the word *he* for the word *John*. When he is at school he studies, and when he goes home he improves each minute.
6. Unite the next two. He has a dog whose name is Fido.
7. Write the next as it is.
8. Combine the next two. I guess he loves him as much as any dog can love a person ; indeed, I think he loves him as well as many boys love their brothers.
9. Read what you have written.
Re-write it carefully and copy in your blank-book.

LESSON XLIV.

COMPOUNDING OF SENTENCES — *Continued.*

1. The vine shook. The vine said: "Why am I not a rose?"
2. I drag here in the dirt. I am not beautiful to the eye. I am not of any use."
3. The good gardener walked that way. He saw the trampled vine. He heard the sad complaint.
4. "God needed a vine," said he. "He made you. You should be content."
 1. Unite in one the first three sentences.
 2. Unite in one the next three sentences.
 3. Unite in one the next three sentences.
 4. Unite in one the next three sentences.

QUESTIONS.

1. How should a divided quotation be written?
2. How should a direct quotation be written?
3. What mark should follow the name of a person addressed?

LESSON XLV.

1. A farmer was dying. He called his sons to him. He told them to bring a bundle of sticks.
2. The sticks were brought. He asked each to break the bundle. Not one could do it.
3. He told them to untie the bundle. They did so. Then they easily broke the sticks singly.
4. "It will be with you as it has been with the sticks,"

ne said. " United, you will be strong; separated, you will be weak."

1. Unite in one sentence the first three sentences.
2. Unite in one sentence the next three sentences.
3. Unite in one sentence the next three sentences.
4. Copy the next.

Make proper corrections in the following :

1. John Mary and ann are on the sled.
2. Do you see the dog running behind.
3. The dog seems to say i'll soon catch you.

Right or wrong ?

The apple growed on the tree.

The boy throwed a stone into the winder.

He hadn't ought to have done so.



LESSON XLVI.

COMPOUNDING SENTENCES.

1. The hill is high. The hill is covered with snow
The hill is nice for coasting.

2. School is dismissed. The boys come running with
their sleds. They want to see who will have the first ride.

3. What happy faces ! What rosy faces ! What smiling faces !

4. They must enjoy it while they can. The night will
soon come. Then, they must go to their homes.

5. Winter is a merry season. Winter has many pleasant sports.

1. Unite in one sentence the first three sentences.
2. Unite in one sentence the next three sentences.
3. Unite in one sentence the next three sentences.
4. Unite in one sentence the next three sentences.
5. Unite in one sentence the next two sentences.

1 How should every sentence begin, and how should it end ?
Commence and end the following properly.

1. the girl has lost her fan.
2. does winter come before summer
- 3 unhappy boy that I am



LESSON XLVII.

COMPOUNDING SENTENCES.

1. A traveller was walking along. The traveller drew his cloak about him.
2. The Sun said: "What a silly man ! He does not need his cloak." The Wind said: "What a silly man ! He does not need his cloak."
3. Said the Sun : "I will force him to lay it aside." Said the Wind : "I will force him to lay it aside."
4. The Wind *blew*. The Sun *shone*.
5. The Wind only made him draw his cloak more tightly about him. The Sun, with its hot rays, soon forced him to take the cloak from his shoulders,
6. Whose was the better way, the Wind's or the Sun's ?

1. Unite in one sentence the first two sentences.
2. Unite in two sentences the next four sentences.
3. Unite in one sentence the next two sentences.
4. Unite in one sentence the next two sentences.

QUESTIONS.

1. Why do Wind and Sun begin with capitals ?
2. When should an interrogation point be used ?
3. When should an exclamation point be used ?
4. What incorrect language have you heard to-day ?
5. Keep a memorandum and report all that you hear between this time and next recitation.

LESSON XLVIII.**USE OF PAUSES.**

1. Why do flowers bloom in the springtime.
2. Janes mother said to Jane you must go over the river
3. Wilsons reader is good, but I like Felters arithmetic better.
4. There is a happy land, far, far away, where saints in glory stand, bright, bright as day.

QUESTIONS.

1. What mark should be at the close of the first sentence ? Why ?
2. What mark should be between *spring* and *time* ? Why ?
3. Write the sentence on your slate with the correct marks.
4. In the second sentence, is the word *Janes* written correctly ? Why not ?
5. What mark should follow *Jane* ? Why ?
6. With what kind of letter should *you* begin ? Why ?
7. Re-write the second sentence, putting in the proper marks.
8. How many words are written incorrectly in the third sentence ?
9. Re-write, correcting all errors.
10. What kind of composition do we call the fourth ? Why ?
11. Is it written correctly ? Re-write it.

LESSON XLIX.

USE OF PAUSES.

- 1 The hearts of the loyal people were throbbing with joy
2. Mary why do your flowers bloom.
3. You are said he my best friend.
4. The birds beasts and men are glad when spring comes.

QUESTIONS.

1. Write the first sentence on two lines, dividing correctly in the word people.
2. Could it be divided in the word were ? Why not ?
3. What mark should be after Mary, in the second ? Why ?
4. What mark should be at the end of the second sentence ?
5. Write the second correctly.
6. Write an answer to the question.
7. What was said in the third sentence ?
8. How should a divided quotation be written ?
9. Write the third sentence correctly.
10. What mark should be placed after birds and after beasts ? Why ?

TO THE PUPIL. — You observe that we have made you acquainted with the period (.), interrogation point (?), comma (,), colon (:); quotation marks (" "), hyphen (-), apostrophe ('), exclamation point (!), and some of the more common uses of them.

By examining any properly printed page, you will find other marks than these. All these are called **Punctuation Marks**, and, as you have no doubt observed, *they are used to separate and otherwise mark the parts of a discourse, in such manner as to enable the reader to more easily gain the author's meaning.*

As you advance, you will be made acquainted with the other **mark** and their uses.



LESSON L.

LESSON ON A PICTURE.

Teacher to a Pupil. — Tell me what you see in this picture.

First Pupil. — I see a dog in the picture.

Second Pupil. — I see a cat in the picture.

Third Pupil. — I see a rat in the picture.

Fourth Pupil. — I see a box in the picture.

Fifth Pupil. — I see a stool in the picture.

Teacher. — Now, who will tell me *all* the things he sees in the picture?

Pupil. — I see a dog a cat a rat a box and a stool in the picture.

The teacher writes the answer on the blackboard, the pupils write it on their slates.

T. — How many words are used in the same way?

P. — Five words are used in the same way.

T. — Name them.

P. — They are dog, cat, rat, box and stool.

T. — What mark should be used to separate three or more words used in the same way?

T. — Put commas in the proper places.

T. — Where is the cat?

P. — The cat is sitting on the stool.

T. — Write the answer on the slates.

T. — Does the cat appear angry?

P. — The cat does not appear angry. She looks very quiet and calm. Write.

T. — What is the dog doing?

P. — The dog seems to be ——. Write.

T. — Does he appear calm and quiet like the cat?

P. — He does not appear calm and quiet, but looks as though he wanted to bite the poor rat. Write.

T. — How many teeth can you see in the dog's mouth?

P. — I can see —— teeth in the dog's mouth. Write.

T. — What can you see besides the dog's teeth?

P. — Besides the dog's teeth, I can see ——. Write.

T. — Where is the rat?

P. — The rat is running as fast as it can to get away from the dog. Write.

T. — Whither is it running?

P. — It is running towards the box. Write.

T. — Do you think the dog will follow it into the box?

P. — I do not think the dog *can* follow it into the box, he is too large. Write.

T. — What seems to be in the box?

P. — There seems to be hay in the box. Write.

T. — What does the cat have around her neck?

P. — The cat has a —— around her neck, I think.
Write.

T. — What does the dog have about his neck?

P. — The dog has a —— about his neck.

T. — Now, read what you have written and see how nice a composition you have.

COMPOSITION.

I see a dog, a cat, a rat, a box and a stool in the picture. The cat is sitting on the stool. The cat does not appear angry. She looks very quiet and calm. The dog seems to be chasing the rat. He does not appear calm and quiet, but looks as though he wanted to bite the poor rat. I can see four teeth in the dog's mouth. Besides the dog's teeth, I can see his tongue. The rat is running as fast as it can to get away from the dog. It is running towards the box. I do not think the dog can follow it into the box, he is too large. There seems to be hay in the box. The cat has a ribbon about her neck, I think. The dog has a collar about his neck. (Copy in your blank-books.)

To THE TEACHER. — The above is given as a model, but many children will prefer to arrange their own. Indeed, it has been the experience of the author, that children generally clothe their own ideas in better language than adults possibly can; and if we would train up natural and easy writers, we must encourage children to be true to themselves in this respect.



LESSON LI.

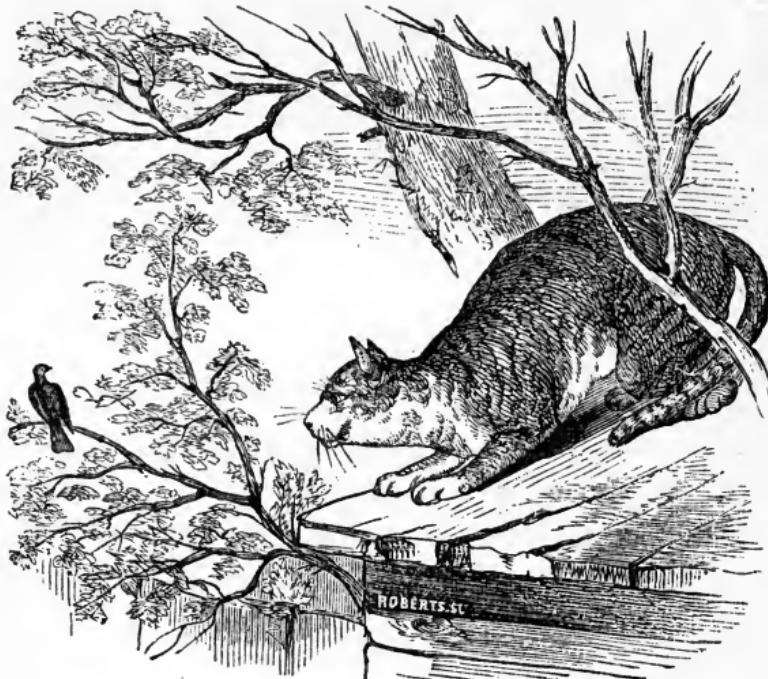
A PICTURE.

1. Name all the objects you see in the picture. Put these names in one statement, and write the statement on your slates.
2. In what position do you see the boy? Write.
3. Where is the dog? Write.
4. What has the boy in his hand? Write.
5. Does he look angry? Write.
6. Do you think he is going to strike the dog? Why?
7. What is the cow doing? Write.
8. Does she look as though she had been hurt?
9. Do you suppose the dog has been harming her in any way? Write.
10. Do you think the cow had hurt him? Write.

11. Why do you think so? Write.
12. If he has hurt the cow what should be done to him? Write.
13. What do you think shculd be done with a person who hurts another without cause? Write.

The teacher may continue questions at his own pleasure.

14. Now, read what you have written, and then copy in your blank-books.



LESSON LII.

A PICTURE.

1. Name all the objects you see in the picture. Write.
2. Where is the bird? Write.
3. What season of the year do you think it is? Write

4. Why do you think so ? Write.
5. In what season do trees have leaves on them ? Write.
6. In what season do birds stay in this climate ? Write.
7. Where is Puss ? Write.
8. Upon what is she perched ? Write.
9. What makes you think it is a shed ? Write.
10. What do you suppose she is planning ? Write.
11. What makes you think so ? Write.
12. Are cats and birds good friends, generally ? Write.
13. What will she do with the bird if she catches it ?
Write.
14. Which do you like the better, a cat or a bird ?
Write.
15. Why ? Write.
16. Read what you have written, and then copy in your
blank-books.

NOTE.—The above are but a few of the suggestive questions that may be asked, and both teacher and pupil are encouraged to exercise their ingenuity in gleaning ideas from the picture. It is believed that the skillful and intelligent teacher can, by this means, do much toward awakening the pupil's appreciation of the beautiful in art, and his imagination in creating other, and perhaps more suggestive pictures. The author hopes that teachers may see sufficient reward in this, to induce them to aid the pupil in making an exhaustive examination of each picture.



LESSON LIII.

1. How many dogs do you see in this picture? Write.
2. What relation do you think the large dog is to the small one? Write.
3. What is the position of each dog? Write.
4. What living object do you see in the picture besides the dogs? Write.
5. In what position is the boy? Write.
6. What has he in his hand? Write.
7. What do you see on the cake? Write.
8. What is he doing with the cake? Write.
9. What do you notice in the front of the picture, partly under the stool upon which the boy is sitting? Write.
10. For what do you suppose that is placed there? Write.

11. Is this saucer on the boy's right hand or left? Write.

12. Which is the taller in the picture, the boy or the log?

13. Which would be the taller if the boy were standing?

14. How do you like the way the boy's hair is combed?

15. Does his face look kind or otherwise? Write.

16. How does the large dog look? Write.

17. Which part of the small dog do we see? Write.

18. Read what you have written and then copy in your blank-books.



TOPICAL REVIEW OF USES OF PUNCTUATION MARKS.

Period. — At close of a sentence. Lesson 1.

With abbreviation. Lesson 19.

Interrogation point. With a question. Lesson 2.

Comma. — Three or more words. Lesson 5.

A person addressed. Lesson 6.

Two words connected by *and*. Lesson 17.

Two words connected by *or*. Lesson 17.

Quotation Marks. — Direct quotations. Lesson 9.

Divided quotation. Lesson 11.

Colon. — Direct quotation. Lesson 10.

Hyphen. — Word divided at end of line. Lesson 14.

Compound words. Lesson 15.

Apostrophe. — Denoting omission. Lesson 21.

Denoting possession. Lesson 22.

Exclamation Point. — Emotion. Lesson 24.



LESSON LIV.

A PICTURE.

1. Who is in the tree in this picture? Give him a name and call him by it.
2. How does he manage to stay in the position he occupies? Write.
3. If he should loosen his hold, what would happen to him? Write.
4. Why has he climbed to so great height, do you suppose?
5. Where is the bird's nest? Write.
6. What is in it? Write.
7. What do you see in the upper part of the picture near the boy's head? Write.

8. How does the bird appear? Write.
9. What reason do you think the bird has for seeming frightened? Write.
10. Can boys think? Write.
11. Do they know what is wrong? Write.
12. Do cats know what is wrong? Write.
13. Which is the worse, the cat in the last picture that is trying to take the bird's life, or the boy in this who is taking from the mother bird her eggs? Write.

Read what you have written. Copy carefully.



W. ROBERTS, SC.

LESSON IV.

A PICTURE.

1. Do you think the boy in the picture is the same boy that we saw in the last? Write.

2. Where is he in this picture? Write.
3. Does he look as happy and cheerful as the boy in the last picture? Write.
4. What is he doing? Write.
5. Where is the grass to which he is clinging? Write.
6. What do we call that part of a river that borders on the land? Write.
7. Whom do you see running along the bank? Give them names.
8. Why are they in haste? Write.
9. What does the man carry on his shoulder? Write.
10. What do you think he has been doing? Write.
11. Do you think the boy could get out of the water if left alone? Call the boy by the name you have given him.
12. Do you hope the man and boy will get there in time to help him? Write.
13. How do you suppose they knew he was there? Write.
14. What kind of pay do boys generally get for doing wrong? Write.

Teacher continue to elicit ideas from the picture.

15. Read what you have written, and then re-write, combining it into a nice and interesting story.



LESSON LVI.

A PICTURE.

1. What may be seen on the ground in this picture?
Write.
2. Are there leaves on the bushes? Write.
3. What do you see where the boy and dog have stepped? Write.
4. What does the boy have about his neck and ears?
Write.
5. These four facts tell you that it is what season?
Write.
6. What living thing do you see in the picture besides the boy and dog? Give pretty names to the boy, dog and bird.

7. Where is the bird? Write.
8. What birds generally stay where there *is* snow? Write.
9. What does the boy appear to be trying to do?
10. What has he about him to keep him warm? Write.
11. What has the bird to keep *it* warm? Write.
12. What has the dog to keep *him* warm? Write.
13. Where do the boy and dog get their food? Write.
14. Where does the bird get its food? Write.
15. Which of the three is most fortunate? Write.
16. Read what you have written. Copy.

TOPICAL REVIEW OF USES OF CAPITALS.

1. At Beginning of Sentence. Lesson 1.
2. Proper Names. Lesson 3.
3. I and O. Lesson 6.
4. In Poetry. Lesson 7.
5. Direct Quotation. Lesson 10.
6. Personified Objects. Lesson 13.
7. Titles of Books. Lesson 18.
8. Titles of Office, etc. Lesson 19.

Pupils may write sentences illustrating the use of capitals in each of the above cases.

Capitals are used in other cases than those mentioned, but these are the most common uses, and are sufficient for the pupil at present.



ROBERTO. Sc.

LESSON LVII.

A PICTURE.

1. What animal do you see in the picture ?
2. What is it in ?
3. What do you see in front of the rat's face, extending from one side of the box to the other ?
4. Of what do you think the box is made ?
5. Of what are the bars made that extend across the front ?
6. Did you ever see such bars in a window ? Where ?
7. What do you call a person who is kept in a room having windows with such bars across them ?
8. What may you call the rat, then ?
9. Does this rat seem to like its house ?

10. How does it show its dislike?
11. What do you see in the front part of its mouth?
12. Are these teeth long or short?
13. Do you know what we can tell by the long teeth of this rat?
14. Of what use are its long teeth?
15. Why does it not use them to get out of the box?
16. Who can tell the name of the box in which the rat is caught?
17. How did the rat get in there?
18. What do people use such boxes for?
19. Do you think this old rat would be glad to get out and be safe once more?
20. Do you think he would remember and not get in next time?
21. Please relate any anecdotes of rats which you may have heard.
22. Read what you have written. Copy.
Right or wrong?

I haint got no pencil.

I seen him. I didnt do nothing. He set down on the cheer.

Uncle has went home.

If not right, correct them.

To TEACHER AND PUPIL.—Be patient, go slow. Work on each lesson until it is right. Copy it in your blank-book in your best handwriting, free from blots or marks. Not how much, but how well, should be your motto.

If necessary to success, be willing to work three days on one short lesson.



ROBERTS SC

LESSON LVIII.

A PICTURE.

Write the answer to each question.

1. How many persons do you see in the picture?
2. What is the position of each boy?
3. What has each boy in his hand?
4. In which hand does the boy who is standing have his stick?
5. In which hand does the boy who is sitting have his stick?
6. What do you see in the front part of the picture, or just before the two boys?
7. What is in the back part or just behind the two boys?
8. What does the boy who is sitting have in his right hand?

9. Where do frogs live?
10. Where do you think this one came from?
11. Do you suppose the present condition of the frog is pleasant? Why?
12. What would you advise the boy who is holding the frog to do with it?
13. What do you imagine those boys are saying to each other? Write out their conversation in full.
14. Please give a name to each boy.
15. Read what you have written. Copy.



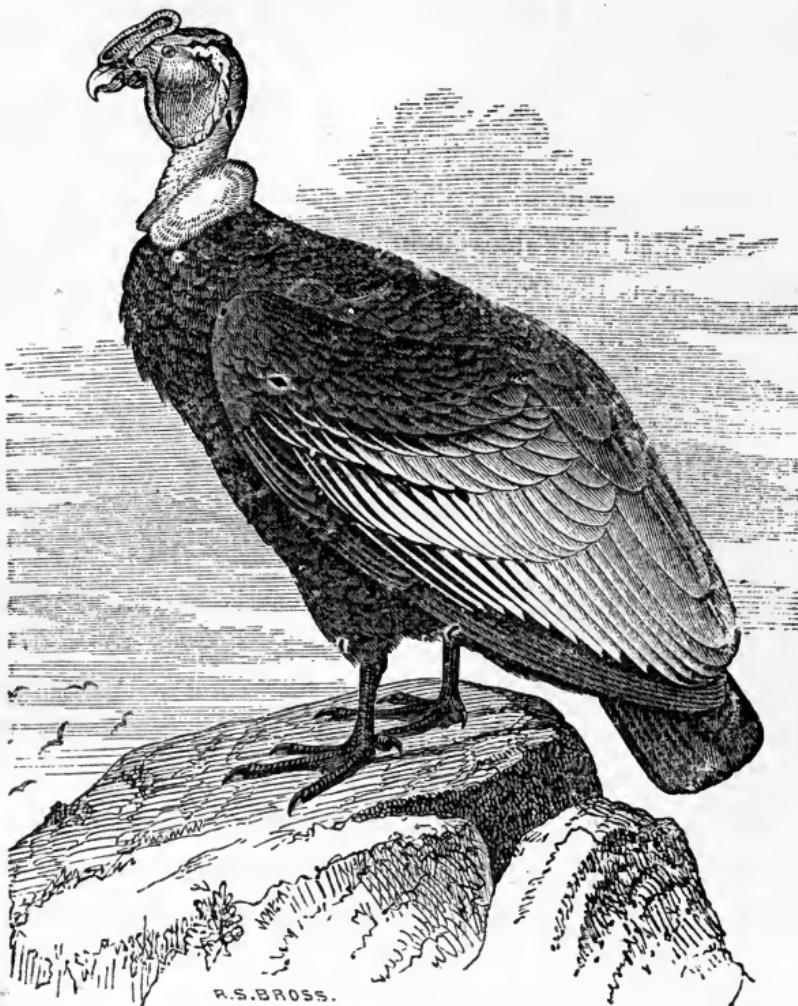
LESSON LIX.

A PICTURE.

1. Where are the two boys in this picture?
2. What is the position of each?

3. Are they in the same place by the river that they were in the last picture?
4. How do you know?
5. Does each boy have a stick here?
6. Which one does have a stick?
7. In which hand does he hold it?
8. Where is the frog now?
9. What is the frog doing?
10. What living things besides frogs can swim?
11. Do frogs and fishes swim alike?
12. What is the difference?
13. Do frogs and boys swim alike?
14. Which seems nearest you, the frog or the boys?
15. Put your hand on the picture and see if it is really so.
16. How does the water look directly under the feet of each boy?
17. What do we call such dark places?
18. What other objects in the picture cast a shadow?

Unite what you have written, and whatever else you may think proper, into a story and copy it in your blank-book.



LESSON LX.

THE CONDOR.

1. Have you ever seen a Condor?
2. Do you know where its home is?
3. What is there peculiar about the appearance of its head and neck?
4. What do you think of its size?
5. How many toes upon each foot?
6. What is the shape of its bill?

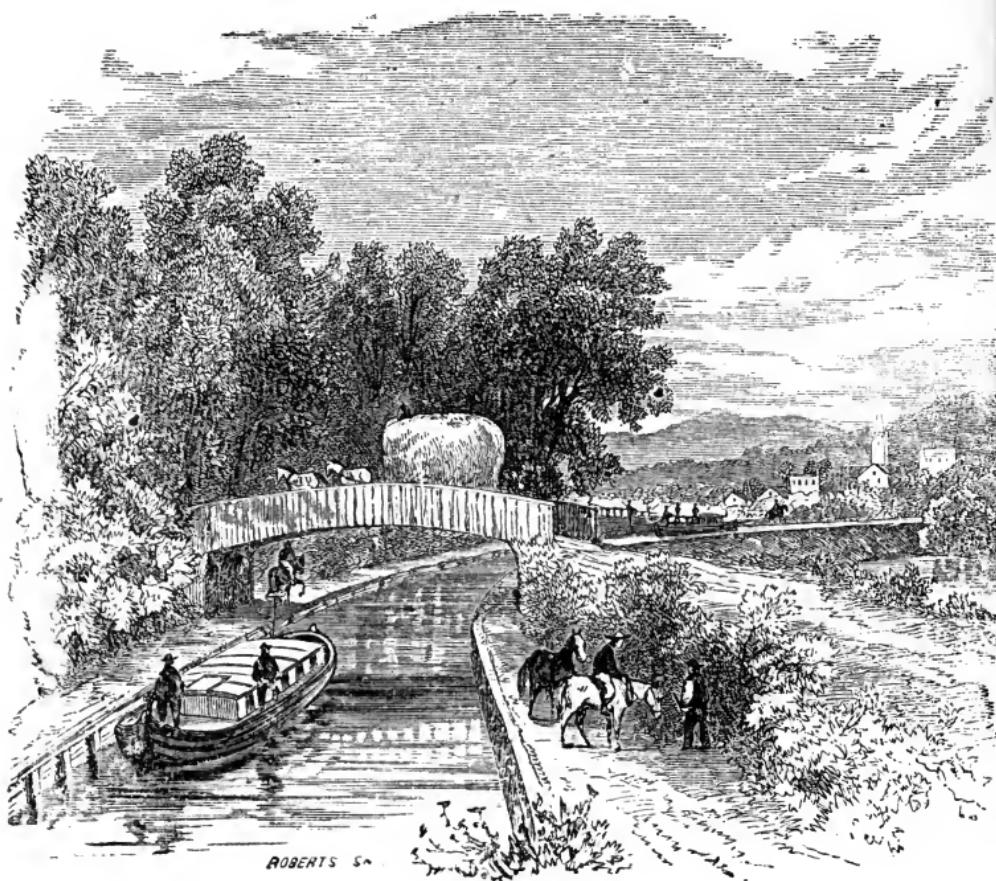
7. What kind of food do you think that bill is best fitted for?
8. Of what color is the Condor?
9. Write answers to all these questions.
10. Examine its head carefully, describe it and tell me why you think it was thus formed.
11. Consult books, and learn all you can about the Condor.
12. What does Geo. D. Prentice say of the Condor in his beautiful poem, *The Closing Year*?



LESSON LXI.

SIBERIAN CHILDREN.

1. Do these children look like your brothers and sisters?
2. Look at your sister's eyes. Do they slant as these children's eyes do?
3. Has your sister such a round, cherry-like chin as these children have?
4. How do you like their lips?
5. What do you observe about their ear-rings?
6. What country is their home?
7. Do you think they have intelligent faces?
8. What do you know about the country of Siberia?
9. Learn all you can about the country and its people, and write your composition.

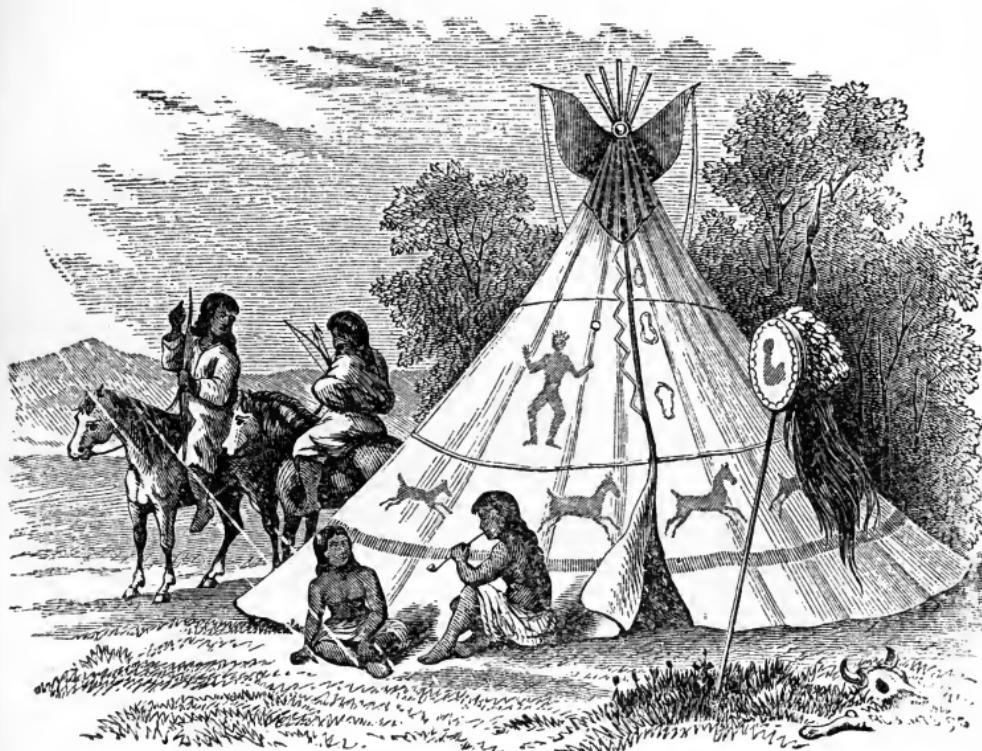


LESSON LXII.

A CANAL.

1. Name all the objects you can see in this picture.
- 2 Tell what each one is doing, or in what position it is.
- 3 Of what is the whole a picture?
- 4 How does a canal differ from a river?
- 5 What is that across the canal?
- 6 What is the use of canals? Of bridges?
- 7 What do you see at the foot of the hill beyond the grove?
- 8 Do you think it a pleasant place to live?
- 9 Mention some noted canals.

10. Are many canals being built now?
11. Other questions will suggest themselves to the teacher.
12. Write a nice composition about canals.



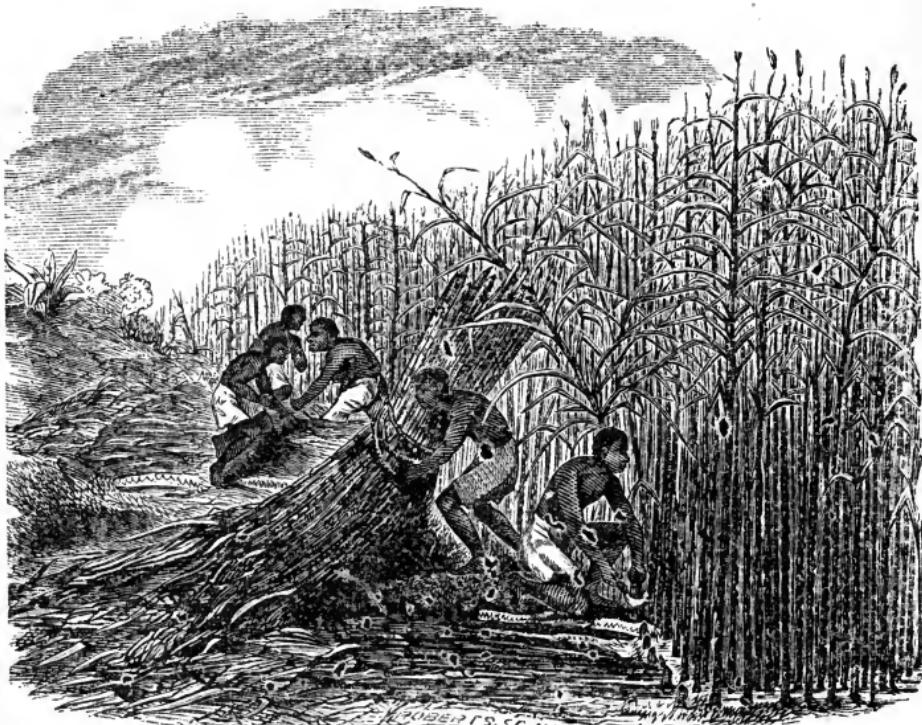
LESSON LXIII.

SAVAGE LIFE.

Notice carefully each object in the picture, write its name, describe all that is odd or peculiar about it.

Write your impressions in regard to the kind of life these people lead, their habits, culture, food, occupations, attention to business, the countries they now inhabit and whether the people are on the increase or decrease.

By careful study of this picture you will be able to write a true story.

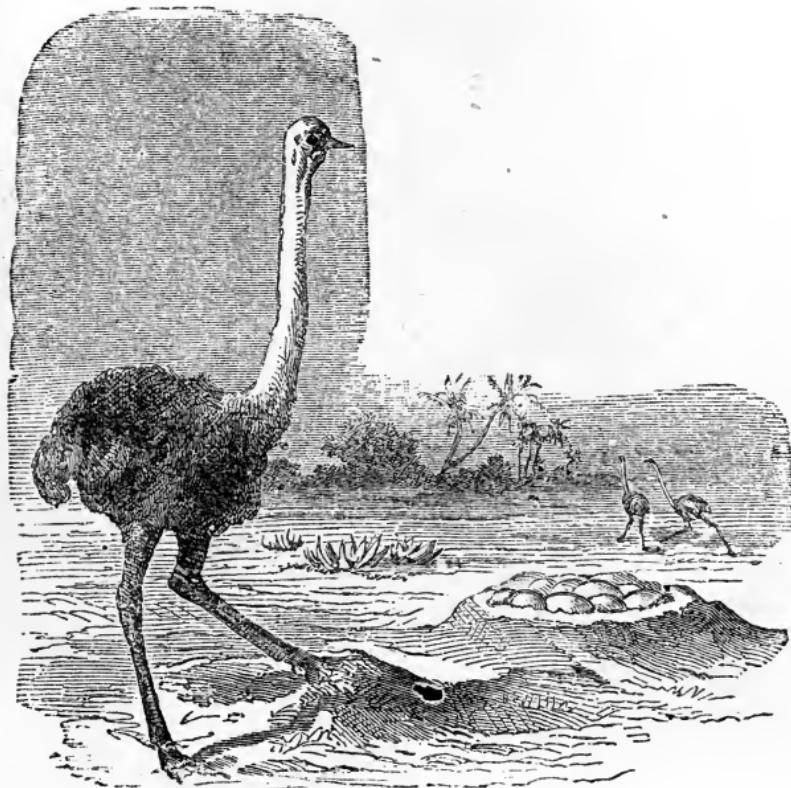


LESSON LXIV.

GATHERING SUGAR CANE.

The author having pretty fully illustrated the method of using these pictures, desires now to throw the teacher and pupils on their own resources. He will suggest, however, that at the close of each recitation, the teacher should spend a few minutes in directing the examination of the next picture. Great care should be taken not to violate that fundamental law: *Never tell a child what you can lead him to discover for himself.*

After having gleaned from the picture all you can, information and appropriate anecdotes and illustrations may be gained from books or other available sources.

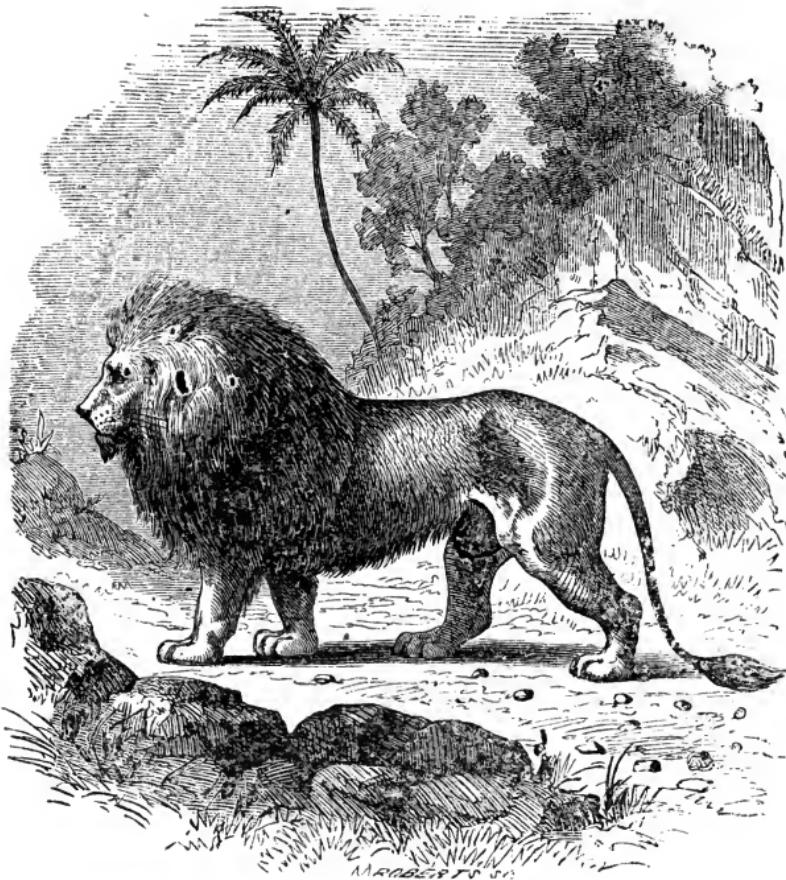


LESSON LXV.

THE OSTRICHI.

TO THE PUPIL.—Whatever knowledge is presented to you, should be presented in such a *manner*, that the act of *acquiring* it will enrich your mind as much as the *possession* of it.

To read this picture *for* you, would rob you of both a pleasure and a benefit. Therefore, I leave you to study it well and write a composition.



LESSON LXVI.

THE LION.

What domestic animal does he resemble? Describe his general appearance — length, height, covering, limbs, eyes, mouth, tail, teeth, claws, bottoms of his feet, habits, food. His disposition — noble or mean, courageous or cowardly, haughty or meek. Home, where? Animals that resemble him in regard to their food. What are such called? Anecdotes of the lion.



THE BEAVER.

(See hints on the lion, Lesson LXVI.)



LESSON LXVII.

Suppose the house you see to be a church, the old lady to be blind and the goose a favorite pet: what do you think the whole picture represents?

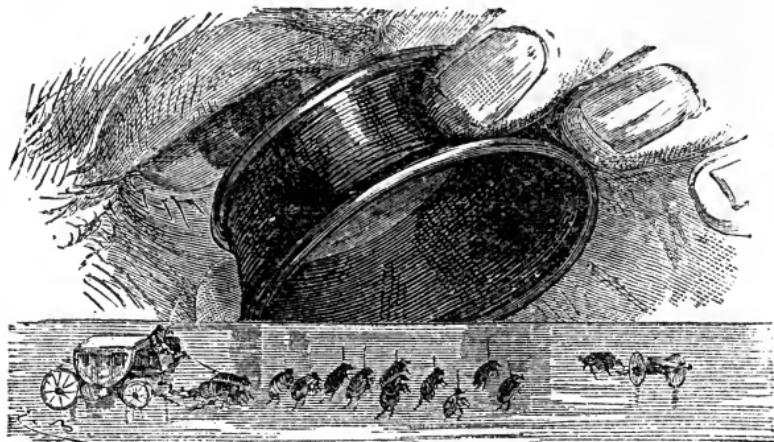
(Let the child's imagination have full liberty.)



LESSON LXVIII.

A TEAM OF SNAKES.

Showing docility in animals.



LESSON LXIX.

TRAINED FLEAS.

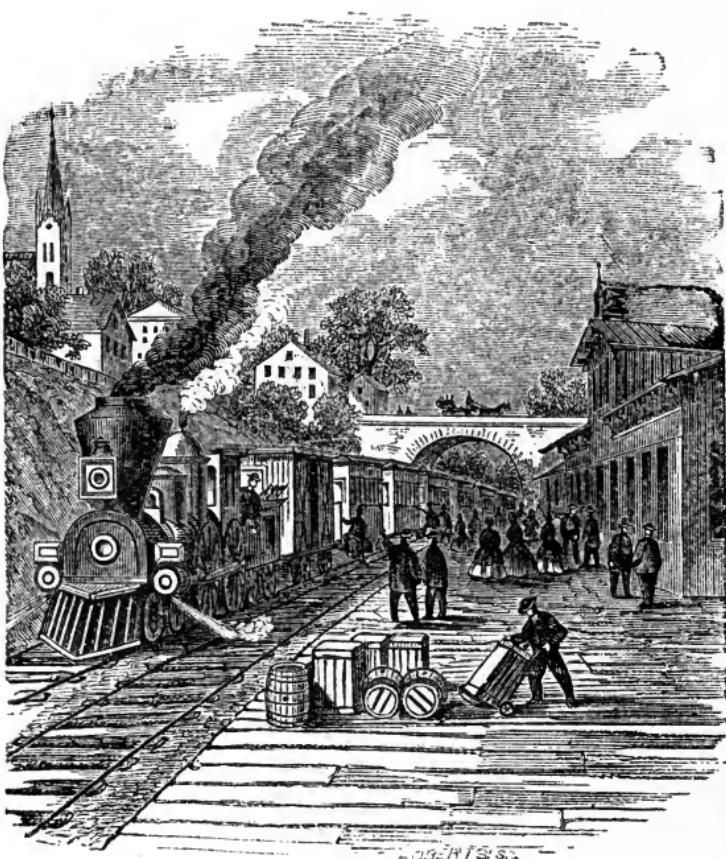
For additional information the teacher is referred to *Intelligence of Animals*, one volume of the *Illustrated Library of Wonders*, published by Messrs. Charles Scribner & Co., New York.



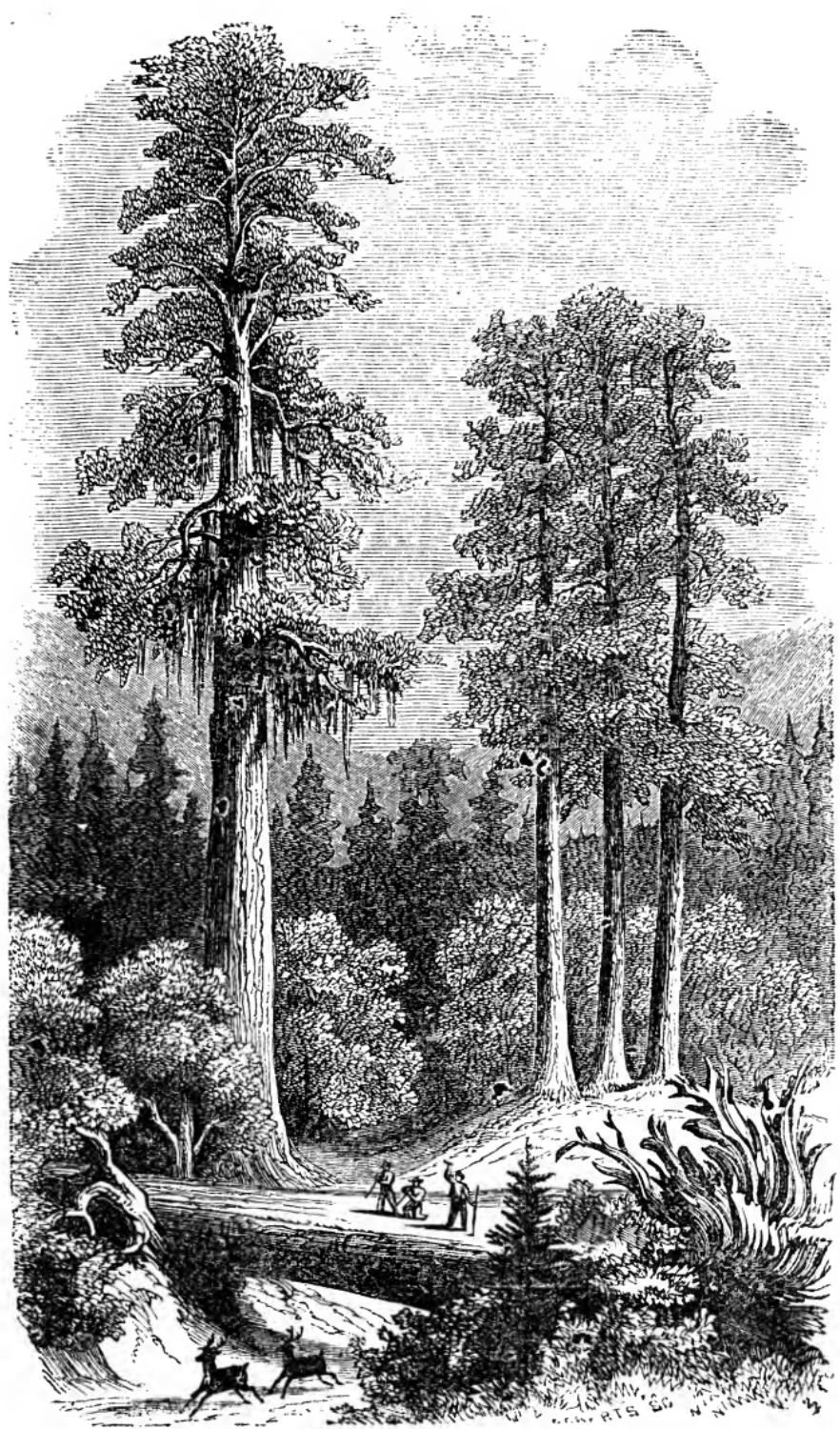
LESSON LXX.

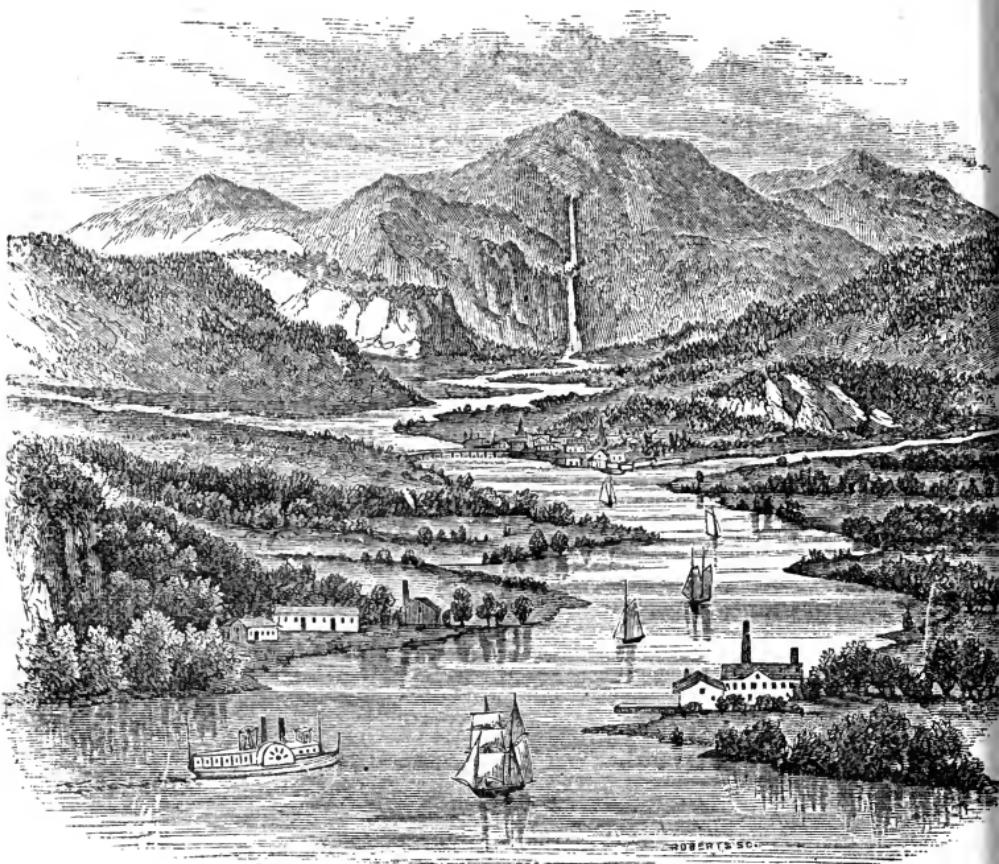
THE ELEPHANT.

HISTS.—Elephant in a barn; dog and elephant great friends; boys outside the barn tease the elephant by pulling dog's ears.



LESSON LXXI.





LESSON LXXIII.

This beautiful picture contains enough that is suggestive, to employ the student more than *one* day. Study it attentively, and write carefully the thoughts which it suggests, and you will find that your mind has been greatly enriched thereby.



LESSON LXXIV.

ELEPHANT ACTING AS NURSE.

The pupil may also include in his composition a pretty full description of elephants, their form, size, color, habits, traits of character, countries they inhabit, use to man and give additional anecdotes.



TO THE TEACHER. — The object of the following lessons is to teach the pupil to notice carefully what he is reading, and then to reproduce the substance in his own words. But few lessons are given, since they can readily be supplied by the teacher at pleasure. With the book open before the child, the teacher may ask the questions, and then, the book being closed, require that the answers should be written. Such exercises will be found very profitable. They cultivate the powers of observation, and give command of language.

LESSON LXXV.

THE BEE AND THE CHILD.

1. "Pretty Bee, pray tell me why, thus from flower to flower you fly, culling sweets the livelong day, never leaving off to play."

2. "Little Child, I'll tell you why, thus from flower to flower I fly. Summer flowers will soon be o'er. Winter comes, they bloom no more. Finest days will soon be past. Brightest suns will set at last."

QUESTIONS.

1. Who asks the question in the first paragraph?
2. Of whom does the child ask it?
3. Write on your slate then, The Child says to the Bee.
4. What does the child ask?
5. What is the first question? Ans. Why do you fly from flower to flower?
6. Suppose you were to write this upon your slate immediately after what you have written there, what mark should precede it?
7. What is the second question? Ans. Why do you cull sweets all the day long? (Cull means to gather.)
8. Write on your slates, Why do you gather sweets all the day long?
9. What is the third question? Write the answer on your slates.
10. Who speaks in the second paragraph?
11. Write on your slates, The Bee says to the Child ---.
12. What does he say?
13. How many reasons does he give for being so industrious?
14. Give the first. If you were talking, would you say, "Summer days will soon be o'er."
15. Write it with the proper marks on your slates.
16. What is the second reason? Ans. Because when winter comes ---. Write.

17. What is the third reason ? Ans. The fine days ——. Write.
18. What is the fourth reason ? Ans. The brightest ——.
19. Read what you have written.

THE BEE AND THE CHILD.

The Child says to the Bee: "Why do you fly from flower to flower? Why do you gather sweets all day? Why do you never stop and play?"

The Bee answers the Child: "I will tell you why I fly from flower to flower. Summer will soon be gone. When Winter comes the flowers will not bloom any longer. The brightest sun must set some time."

1. What is a direct quotation?
2. How should a direct quotation be written?

LESSON LXXVI.

THE MONKEY AND THE CAT.

Some sweet potatoes are baking in the embers of a fire-place. A cunning monkey is anxious to feast upon them but he does not know how he can get them out without burning himself. Presently, however, an idea strikes him. Puss is dozing, as usual, near the fire-place, and, without her consent, he seizes her in such a way that she cannot help herself. He then takes her paw and with it he pulls the potatoes out of the burning embers.

Have the pupils first give oral answers to the following and similar questions. After due criticism, have the answers written on the slates. If proper, combine them as in preceding lessons.

1. What is the story about?
2. Where are the monkey and cat?
3. What is each doing?
4. Which animal is the most profitably employed?

5. What are said to be in the fire-place ?
6. What are embers ?
7. What does this mischievous monkey desire to do ?
8. What prevents him from doing what he desires ?
9. What does it say strikes him ? (An idea is a thought.)
10. What does he do to the cat ?
11. In what way do cats revenge themselves when injured ?
12. Did this cat scratch ? Why not ?
13. How did the monkey at last secure the potatoes ?
14. What does the common expression "Being made a cat's paw," signify ?
15. Read what you have written. Copy.

LESSON LXXVII.

THE BOY AND THE DOG.

An idle boy was one day sitting on some steps with a stick in one hand, and a piece of bread and butter in the other. As he was eating his bread, he saw a dog lying near him, and called out: "Come here, fellow!"

1. About whom is the story ?
2. Do you think there are many such boys in the world ?
3. Where was this idle boy ?
4. What did he have in each hand ?
5. Of what use was the stick ?
6. Of what use was the bread and butter ?
7. What was he doing with each ?
8. Do you think he worked hard ?
9. Was his work pleasant or unpleasant ?
10. What did he see near him ?
11. What did he say to the dog ?
12. Do we generally call a dog, fellow ?
13. What would you have called him ?

In how many ways is an apostrophe used ?

LESSON LXXVIII.

THE BOY AND THE DOG — *Continued.*

The dog hearing himself kindly spoken to, arose, pricked up his ears, wagged his tail and came up.

The boy held out his piece of bread and butter, and as the dog was about to take it, the naughty fellow struck him on the nose with a stick, which he had in the other hand. The poor dog howled and ran away as fast as he could.

1. What did the dog do when he heard the boy's words ?
2. Why did he do so ?
3. Would he have acted thus, if the boy had spoken in a harsh, cross manner ?
4. What effect have kind words on men and animals ?
5. What did the boy hold out when the dog came near ?
6. Did the dog think he was in earnest in his offer ?
7. Was the boy in earnest ?
8. What did the boy do when the dog attempted to eat the bread and butter ?
9. How did the dog show he was in pain ?
10. Did he remain long where the boy was ?
11. Which do you think was the nobler animal, the boy or dog ?

Punctuate the following :

Yes said the boy to be sure I would.



LESSON LXXIX.

THE BOY AND THE DOG — *Continued.*

The cruel boy laughed heartily at the trick he had played. At this moment, a man on the other side of the street, who had been watching him, called to the boy, and

showing him a half-dollar, asked him if he would like to have it. "Yes," said the boy, "to be sure I would." "Come and get it, then," said the man.

1. What did the boy do when he saw the dog running away ?
2. What kind of boy does the story say he was ?
3. Do you think it right to call him cruel ?
4. Should he not have been called kind for offering the bread and butter ?
5. Who was on the other side of the street all the time ?
6. What had this man been doing ?
7. After the man had called to the boy, what did he show him ?
8. What question did he ask ?
9. Do you think the boy was foolish to answer as he did ?
10. What would you say if some man were to offer you a half-dollar ?
11. What do you see between *half* and *dollar* ?

Write this part of the story in your own language.

Where should a hyphen be used ?



LESSON LXXX.

THE BOY AND THE DOG — *Continued.*

The boy ran to him and stretched out his hand for the money, when the man gave him such a rap over the knuckles with his cane, that he roared with pain. "Why did you do that?" said the boy, grinning and rubbing his knuckles. "I did not hurt you nor ask you for money."

1. What was the boy's first movement ?
2. What was the second ?
3. Did he get the money ?
4. What did the man give him instead ?

5. With what did he hit him ?
6. How did the rap affect the boy ?
7. Which do you suppose felt the greater pain, the boy or the dog ?
8. What question did the boy ask of the man ?
9. How did he act while he was asking the question ?
10. Do you like to see boys grin ?
 - 1 Which part of the hand is the knuckle ?

Write this part of the story in your own language.

Where should a comma be used ?

LESSON LXXXI.

THE BOY AND THE DOG — *Continued.*

“ Why did you strike the poor dog just now ? ” said the man. “ Had he hurt you or asked you for bread ? I have served you just as you served him.”

The bad boy hung his head and seemed very much ashamed, and I have never heard of his playing any cruel tricks since.

1. How many questions did the man ask of the boy ?
2. What was the first ? The second ? The third ?
3. How did the man say he had treated the boy ?
4. Is it right to treat other people as they treat us ?
5. How should we treat other people ?
6. What says the Golden Rule ?
7. How did the boy act ?
8. How do you think boys generally feel when they hang their heads ?
9. Was this a good lesson for him ?
10. What does the story say was never heard of him after that ?

Where should a period be used ?

The object of the following lessons is to enable the pupil, by a few pointed and well-directed questions, to change the rhyme in the text to simple prose of his own. Have the pupil give answers to the questions, orally, first. Then have all the pupils write the most suitable answers on their slates. Correct and copy as in the preceding exercises.

LESSON LXXXII.

MARY AND HER LAMB.

Mary had a little lamb,
Its fleece was white as snow ;
And everywhere that Mary went
The lamb was sure to go.

QUESTIONS.

1. What is the name of the little girl about whom we are writing ?
2. What did she own ?
3. How do you think it came into her possession ?
4. What is said about its fleece ?
5. Do you think snow is beautiful ?
6. Did this lamb love Mary ?
7. How do you know that it did ?
8. Would you think a lamb loved you very much if it followed you all about ?

The answers combined will make a composition similar to the following :

MARY AND HER LAMB.

The name of the little girl about whom we are writing is Mary. She owned a little lamb. We are not told how this lamb came into

her possession. Perhaps, some one gave it to her. This lamb must have been very pretty. We read that its fleece was as white as snow; and I think snow is very beautiful. This lamb loved Mary very much. I know it loved her, because it followed her up stairs and down stairs, and everywhere she went. I should think a lamb loved me very much if it followed me everywhere.

A few well-directed questions might bring about a union of sentences, when the composition would read as follows:

Mary, the little girl about whom we are writing, owned a little lamb. We are not told how the lamb came into her possession, but suppose that it was given to her. The lamb must have been very pretty, for we read that its fleece was as white as snow; and I think that the pure snow is very beautiful. The lamb loved Mary very much. I know it loved her, because it followed her up stairs, down stairs, and in my lady's chamber; in fact, it went everywhere she went. I should think a lamb loved me very much if it followed me everywhere.

LESSON LXXXIII.

MARY AND HER LAMB.

It followed her to school one day,
Which was against the rule;
It made the children laugh and play,
To see a lamb at school.

1. Of what offence was this lamb guilty one day?
2. Were lambs allowed to go to school in those days?
3. Are they allowed to go now?
4. What *do* lambs do?
5. Are not the green fields a school for them?
6. How did all the children act when they saw the lamb in the school-room?

7. Don't you think they were very silly to laugh at so trifling a thing?
8. Would you laugh if you were to see a lamb at school?
9. Read what you have written. Copy.

Correct.

The wolt said to the lamb, you are a rascal.



LESSON LXXXIV.

MARY AND HER LAMB.

And so the teacher turned him out,
But still he lingered near ;
And in the grass he fed about,
Till Mary did appear.

1. What impolite act did the teacher commit?
2. Do you think the lamb felt bad when it was treated so?
3. Why do you think so?
4. What d'vl he do while he was lingering near?
5. Are boys and girls ever turned out of school?
6. Are they dismissed for the same reason that the lamb was?
7. How long did the lamb stay near the school-house?
8. What does this long waiting prove?

For what is the apostrophe used?



LESSON LXXXV.

MARY AND HER LAMB.

"What makes the lamb love Mary so,"
The little children cried ;
"Mary loves the lamb, you know,"
The teacher quick replied.

If you, like Mary, are but kind,
 And feed the lambs with grass,
 Their love and friendship you will find
 Are constant to the last.

1. What question did the children ask of the teacher ?
2. What was the teacher's reply ?
3. What, then, do we find was the secret of the lamb's great love for Mary ?
4. Do you think that if we love others, they will be apt to love us in return.
5. What did the teacher add further to explain the lamb's love for Mary ?

1. Where should an interrogation point be used ?
2. Where should an exclamation point be used ?



LESSON LXXXVI.

Change the following into prose :

THE WASP AND THE BEE.

1. A Wasp met a Bee that was just buzzing by,
 And he said : " Little cousin, can you tell me why
 You are loved so much better by people than I ? "
2. My back shines as bright and as yellow as gold,
 And my shape is most elegant, too, to behold ;
 Yet nobody likes me for that, I am told."
3. " Ah ! friend," said the Bee, " it is all very true,
 And were I but half as much mischief to do,
 Then people would love *me* no better than *you*."

What kind of quotation do we find in the last stanza ?



LESSON LXXXVII.

THE WASP AND THE BEE.

Change into prose :

4. "You have a fine shape, and a delicate wing ;
You are perfectly handsome, but then there's one thing
They never can put up with, and that is your sting."
5. "*My* coat is quite homely and plain, as you see,
Yet nobody ever is angry with me,
Because I'm a useful and innocent Bee."

MORAL.

6. From this little lesson let children beware :
For if, like the wasp, they ill-natured are,
They will never be loved, though they're ever so fair.

1. How many lines do we find grouped together here ?
When several lines of poetry are grouped together, we call the group a stanza.
2. How does the last stanza differ from those that precede it ? It contains a lesson that we are to learn from the story.
3. Because it contains such a lesson, we call it a moral. What is a moral ?

LESSON LXXXVIII.

DEEDS OF KINDNESS.

Change into prose :

1. Suppose the little cowslip
Should hang its golden cup,

And say "I'm such a tiny flower,
 I'd better not grow up ;"
 How many a weary traveller
 Would miss its fragrant smell ;
 How many a little child would grieve
 To lose it from the dell.

2. Suppose the glistening dew-drop
 Upon the grass should say
 " What can a little dew-drop do ?
 I'd better roll away :"
 The blade on which it rested,
 Before the day was done,
 Without a drop to moisten it,
 Would wither in the sun.



LESSON LXXXIX.

DEEDS OF KINDNESS.

Change into prose :

3. Suppose the little breezes
 Upon a summer's day,
 Should think themselves too small to cool
 The traveller on his way ;
 Who would not miss the smallest
 And softest ones that blow,
 And think they made a great mistake
 If they were talking so.

4. How many deeds of kindness
 A little child can do,
 Although it has so little strength,
 And little wisdom too ;
 It wants a loving spirit,
 Much more than strength, to prove
 How many things a child may do
 For others by his love.

LESSON XC.

PARENTHESIS AND DASH.

1. The boy became — well, I'll not tell the rest of the story.
2. He lived at — street.
3. How many mistakes, (as you know,) people make.

QUESTIONS.

1. Copy the first two sentences on your slate.
2. After the word *became*, in the first, and *at*, in the second, what kind of mark do you see ?
3. Make one like it on your slates.
4. Is it a hyphen ?
5. Is the first part of the first sentence complete ?

The mark after the word *became*, is called a **dash**, and is used because the sentence is broken and incomplete. It is used after *at* in the second, because the name of the street has been purposely omitted

6. When is a dash used ?

The dash is used to denote the intentional omission of words.

7. In the next sentence, what new marks do you observe ? Make some like them.

3. Could the words inclosed by these marks be omitted without destroying the sense?

These marks, (), are called a **parenthesis**. *Words that are not necessary to the sense may be enclosed in a parenthesis.*

TO THE TEACHER.—As a valuable exercise at this stage of development, select an incident or story and read it to your pupils. After you have read it require them to re-write it in their own language. The exercise is more profitable than those preceding, since the children must not only exercise their memory, but also make their own sentences.

LESSON XCI.

SNOW.

1. Write six sentences about snow.

- 1 Snow comes in winter.
2. I sometimes wish it came in summer.
3. It is beautiful and pure when it falls, but soon becomes dark and soiled.
4. Boys and girls use it to make snowballs.
5. Men and women use it for sleigh-riding.
6. The plants use it for a blanket to keep them warm.

2. Re-write, combining the first two sentences.
3. Copy the third.
4. Combine in one the last three.
5. Is the snow more useful to plants or to men?
6. Write the answer to this question.
7. Read what you have written.

SNOW.

Snow comes in winter, but I sometimes wish it came in summer. It is beautiful and pure when it falls, but soon becomes black and dirty.

Boys and girls use it to make snowballs, men and women use it for sleigh-riding, and it serves the little plants as a blanket to keep them warm.

I think it more useful to plants than to men. Copy.



LESSON XCII.

BOYS.

1. Write six sentences about Boys.
2. Combine as far as possible.
3. Read and copy.

1. When should an apostrophe be used?
2. Give three uses of the hyphen.
3. For what is the dash used?



LESSON XCIII.

1. Write six sentences about Girls.
2. Write six sentences about Balls.
3. Write six sentences about Clocks.
4. Write six sentences about Ink.
5. Write six sentences about Pins.
6. Combine in one, as far as possible, the six sentences about Girls.

Combine those and the ones about Balls in one properly connected composition.

LESSON XCIV.

LETTER-WRITING.

TO THE PUPIL.—No part of your education deserves more careful and persistent attention than Letter-writing.

Your success in life will depend so much upon your ability as an efficient correspondent, that we feel warranted in inviting you to make a special effort. Every person should be able to write an elegant letter, properly arranged, correctly spelled and neatly written.

The boy or girl who can readily compose a nice letter, write it in a beautiful, free and legible hand, without blots or scratches, arrange it accurately and clothe it in appropriate language, has greater security for his introduction to the path to usefulness and profit than though he possessed both wealth and influential friends.

This valuable exercise may profitably be used daily for weeks. The range of subjects is broad, and patient training will pay a rich reward.

Through the kindness of M. D. L. HAYES, Esq., associate author of the elegant *Spencerian System of Penmanship*, we are able to furnish you the following finely engraved letter as a model of form and arrangement.

We hope you will study it carefully, and scarcely rest satisfied with your efforts until you are able to very closely imitate it.

QUESTIONS.

1. What is written on the first line?
2. On which *part* of the first line are these words written? *These words taken together form the date.*
3. What do you find in the date? The name of the city or town, the name of the month, the day of the month and the year.
When the place is not well known, the name of the State should be included also.
4. What do you find between the name of the city and the name of the month?
5. What do you see between the day of the month and the number of the year?
6. What is placed at the close?
7. What would this date say if it were written out in full? It would say: This letter was written at New York, on the first day of February, in the year eighteen hundred and seventy-one.
8. Copy this date correctly, and in the right place, on your slates.
9. Date a letter from Chicago, the ninth day of October, in the year eighteen hundred and seventy-one. Copy the date in your books.



LESSON XCV.

A LETTER.

1. In the letter in last lesson, what words follow the date? *We call the words, "My dear Mother," the introduction.*
2. Where is the introduction written? The introduction is written at the left end of the line below that on which the date is written.
3. How many capital letters do you find in it?
4. What mark follows the introduction?
5. Are the introductions to all letters the same? They are not, but the above is one frequently used.
6. Mention some other forms of introduction. Dear Sir, Respected Sir, Gentlemen, Friend John, Kind Friend, etc.

New York, Feb. 1, 1874.

My dear Mother:

Father is so busy that he said I must write you. We are all well; but we miss you very much! The table looks so empty without your face! The cat and dog get along without quarreling; and Pussy takes advantage of your absence to sleep in your rocking-chair. We shall be glad when you return!

Your loving son,
Willie Warren.

Mrs. E. L. Warren,
Albany, N.Y.

Miss C. L. Warren,
No. 5 South St
Albany, N.Y.

7. How many parts have been mentioned as belonging to a letter ? Two parts of a letter have been mentioned, the date and the introduction.

8. Write upon your slate the date you copied in your last lesson, and then write proper forms of introduction for a letter to your sister.

9. Read what follows the introduction in the letter. *This part we call the body of the letter.*

10. Where does the body of the letter begin ? The body of the letter begins on the line below the introduction, and a very little to the right of it.

11. Write a short letter to your sister. Copy the introduction and body.



LESSON XCVI.

A LETTER.

1. What words follow the body of your letter ? This part we call the **close**, since it finishes the letter.

2. Do all letters close in the same way ? All letters do not close in the same way.

3. Mention some forms that are commonly used. Yours, Yours truly, Yours affectionately, Yours fraternally, Yours with love, etc.

4. With what kind of letter does the close begin ?

5. What pause do you see between the close and the signature ?

6. Where is the close written ? The close is written on the next line below the body.

7. Where is the signature written ? The signature is written on the line below the close, and a little to the right.

8. Correct the following. Tell what part of the letter each is.

new orleans May 4 1850

my Dear cousin

* * * * *

ever your friend jane Howe.

9. Copy the model letter, page 105, in your blank-book.

LESSON XCVII.

A LETTER.

1. Read what you find below and to the left of the signature.
This part we call the address.
2. What is written in the address? In the address are written the name of the person to whom the letter is about to be sent, and the name of the city and State in which he lives. It may also include the name of the street and number of the house.
3. What is written in the first line of the address?
4. Where is this first line written?
5. What do you see in the second line?
6. Notice how it is punctuated.
7. What do you notice at the close of all abbreviations?
8. What mark follows the name?
9. What after the name of the city?
10. What at the close?
11. Address the letter you have written in your books to Henry Gibson, No. 243 Ohio st., Des Moines, Iowa.

12. Correct the following address:

mary jones 54 Bond st N. Y.

13. How many parts of a letter have we had?
14. Name them.

1. The date,	4. The close,
2. The introduction,	5. The address.
3. The body,	

NOTE. — Unvarying models or directions for letter-writing cannot be given. Different circumstances admit a variation of ordinary forms of introduction and close. The punctuation employed by good letter-writers is not always uniform. We only propose here to give some forms that are proper under ordinary circumstances.

When the introduction consists of a single expression, as, My dear Mother, it is generally followed by a colon; but when it consists of two, as, John Smith, Esq. Dear Sir; a comma follows the first one, and a colon the second one.

Business men admire short, pointed, clear and respectful letters, confined to the subject. They have neither time nor inclination to read about the state of the weather or other matters foreign to the one under consideration. These letters should be written with great care, so as to admit of but one meaning. A want of care has often produced ludicrous blunders and serious results. An order for two pounds of paint, as a sample, was filled by sending two barrels.

LESSON XCVIII.

BUSINESS LETTER.

CHICAGO, July 1, 1871.

Alex. McNie, Esq.,

Winona, Minn.,

Dear Sir :

* * * * *

Yours truly,

Hadley Brothers.

QUESTIONS.

1. To whom is this letter addressed ?
2. Where is the address written ?
3. Where was it written in the preceding letter ?
4. Is there any difference in the manner of writing the dates in the two letters ?
5. Is there any in the manner of writing the close and the signature ?
6. Then wherein does the only difference consist ?

The form of commencement of this lesson, is a common form for business letters. The form given before is a common form for letters of friendship.

7. Write the date, introduction, address, close and signature of a business letter.
8. Of a letter of friendship.
9. Put proper marks in the following

CHICAGO June 27 1871

Prof A C Shortridge

Indianapolis Ind

Dear Sir

* * * * *

Very respectfully yours

Thomas Charles

LESSON XCIX.

A LETTER.

1. At this point, is your letter ready for the Post Office ?
2. What is the next thing to do in order to prepare the letter for the mail ? It must be folded.
3. How do you fold a letter ? If it is note paper, and of the width of the envelope, fold the lower third up and the upper down. (The teacher can easily show the child.)

4. What do you do after the letter is folded ? After it is folded, we put the letter into the envelope, and seal the envelope.

5. Now that the envelope is sealed, what next ?

That which we write on the outside, we call superscription.

6. How does the superscription on the outside differ from the address within ?

7. What is the sixth part of a letter ?

8. Name all the parts of a letter.

1. The date,	4. The close;
2. The introduction,	5. The address,
3. The body,	6. The superscription.

See the superscription on page 106.

9. Where should the superscription be written ? The superscription should be written as in the model.

10. What marks should be used with it ? The same marks should be used in the superscription that were used in the address.

11. Draw an envelope, and write the superscription of your letter in your book.

12. But still your letter is not ready for the Post Office ? Who can tell what else it needs ?

13. Who can tell where the stamp should be placed ? The stamp should be placed near the upper right-hand corner.

14. Who can tell why it should be placed there ? Because it is more convenient for the post-man to look over the letters when the stamps are all in the same place.

15. Mark the place for the stamp on your letter, in your book.

Again, we say to teacher and pupil, be patient. Practice letter-writing, as a daily exercise, until each pupil can write

and arrange a beautiful and correct letter. Once well learned, it becomes a treasure for use during a life-time.

LESSON C.

A LETTER.

1 Write the following correctly. Name the parts.

Peoria ill jan 5 1868 dear mary i received your letter a week ago and intended to answer immediately. But there were five hundred and one things to claim my time and attention so that I beg you to blame the five hundred and one things and not me. The weather with us is cold and we begin to think winter has come in earnest. In haste your friend john. Mary smith pittsburg penn.

LESSON CI.

A LETTER.

Write a neat letter to your teacher.

LESSON CII.

NOTE OF INVITATION.

Mrs. Jones's compliments to Miss Brown, and requests the pleasure of her company to tea, Wednesday evening, April 3, at 7 o'clock.

Monday, April 1, 1868.

1. Read the heading.
2. By whom was the above written?
3. Is there a signature?
4. How do you know that it was written by Mrs. Jones?
5. For what purpose was the note written?

Because it was written to invite Miss Brown to tea, we call it a note of invitation.

6. Where is the date written?
7. Of what does the date consist?
8. Why is there no signature?
9. In the expression *o'clock*, what do you call the character between *o* and *c*?
10. Where should an apostrophe be used?
11. Is it used here to denote an omission or the possessive case? The expression is *of the clock*, so that *f* and *the* have been omitted. A note of invitation should be written across the middle of the page.
12. Write your teacher an invitation to Thanksgiving dinner.



LESSON CIII.

NOTE OF ACCEPTANCE.

*Miss Brown accepts with pleasure
Mrs. Jones's kind invitation to tea,
Wednesday evening, April 3.
Tuesday, April 2, 1868.*

NOTE OF REGRET.

*Miss Brown's compliments to Mrs.
Jones, and regrets that illness will not*

permit the pleasure of her accepting the kind invitation for Wednesday evening.

Tuesday, April 2, 1868.

QUESTIONS.

1. Read the two notes above.
2. What is the difference between them?
3. What is the first called?
4. What is the second called?
5. Where is the date written in each?
6. Is there a signature?

Notes of acceptance or regret, like those of invitation, should be written across the middle of the page.

7. Write a note of invitation, a note of acceptance, and a note of regret.



LESSON CIV.

A PROMISSORY NOTE.

\$800.00.

NEW YORK, Aug. 4, 1869.

Six months from date, for value received, I promise to pay to the order of John Jones, eight hundred dollars, with interest.

WILLIAM FIELD.

QUESTIONS.

1. Of how many parts does the above note consist?
2. Where is the date written?
3. How many times is the amount written?
4. Where is it first written?
5. How is it written there?

6. What follows the amount written in figures?
7. How is the amount written in the body of the note?
8. What does "six months from date" mean? It means that in six months from the time the note was dated, the amount must be paid.
9. What does "for value received" mean? It means that Wm. Field acknowledges that he has received the value of the \$800.

The above is a **promissory note**, and is such a writing as you would give to any person whom you owe and promise to pay in six months.

10. Write a promissory note for \$525.25, due in ninety days



LESSON CV.

RECEIPT.

\$800.00.

NEW YORK, Feb. 4, 1870.

Received from John Jones eight hundred dollars, in full of account to date.

ROBERT SMITH.

QUESTIONS.

1. Examine the above receipt.
2. Of how many parts does it consist?
3. What part is omitted that was used in the promissory note?
4. Where is the date written?
5. How many times is the amount expressed?
6. How is it expressed, then?
7. What does "in full of account" mean? *In full of account* means that John Jones pays Robert Smith *all* that he owes him.

The above is called a **receipt**, and is such a writing as you would give a person of whom you had received money, in payment of all he owed you.

LESSON CVI.

ADVERTISEMENT.

School for Boys.

15 Madison Ave., New York.

Instructions given in all the English branches, Latin, Greek and German.

*For Circulars containing Terms,
etc., Address*

Prof. Robert Seeley,

15 Madison Ave.

QUESTIONS.

1. Copy the above.
2. What is the name at the head?
3. Of what is it an advertisement?
4. How many periods do you see in the text?
5. What mark should be used after Ave because it is an abbreviation?
6. What should be used because it is the close of a sentence?
7. Are there two periods?
8. Then when an abbreviation ends a sentence, how many periods are used?

9. Where do you see commas?

10. Read the first three words.

These words are placed first because they are the most important. In writing advertisements, we generally place the most important word or words first.

11. Are any words used that could conveniently be omitted?

In writing advertisements, use as few words as possible.

12. What do you observe under the words "School for Boys."

13. How many marks do you observe?

14. How many marks do you observe under the words in the next line?

15. Why do you place those marks there? Ask your teacher.

This is the way the above will appear when put in print.

SCHOOL FOR BOYS.

15 MADISON AVE., NEW YORK.

Instructions given in all the English branches, Latin, Greek and German.

For Circulars containing Terms, etc.,

Address

PROF. ROBERT SEELEY,

15 MADISON AVE.

16. Write an advertisement of a Young Ladies' Institute.



LESSON CVII.

ADVERTISEMENTS.

To LET — Two very desirable Stores and Houses, Nos. 13 and 45 Elm st. Apply to W. Smith, 5 King st.

WANTED — A First Class Cook, at 15 Cherry st. None other need apply.

WANTED — Pupils in Drawing, by an Artist. Terms \$15 per quarter. Address TEACHER, 17 Beekman st., New York.

QUESTIONS.

1. Copy the above as they should be written for the printer.
2. Write an advertisement of a house to let.
3. Write an advertisement of a gardener wanted.
4. Write an advertisement of pupils wanted by a music teacher.

Mark these in such a manner that the printer will know how you wish them set.

This is a useful exercise, and may be extended at pleasure.



TO THE TEACHER. — For the next step in the course, a very common exercise may be adopted. Having selected a familiar topic, the teacher proceeds to ask suggestive questions upon it. The answer to such questions will be written, instead of oral. After careful examination and criticism, such answers will be properly grouped and copied into the blank-book.



LESSON CVIII.

RAIN.

1. What is rain?
2. Where does the water come from?
3. How does it reach the clouds?
4. What is the express train that carries the water from the ocean to the sky?
5. In what form is it carried?
6. What is the first account we have of rain?

7. Is that account favorable or not?
8. In what way is rain useful?

Let the teacher continue questions and pupils write answers on their slates.

The answers to the foregoing questions, properly grouped and arranged, form something like the following :

RAIN.

We call drops of water, that descend from above, rain. These drops fall from the clouds, but for fear you may ask me how the water reaches the clouds, I will add that the atmosphere is the through express train that carries the water from the ocean or other body of water to the sky. It does not, however, ascend in the form of water. The sun breathes upon it gently and converts it into vapor, which is borne above, and forms clouds.

The first mention we have of rain is the account of the flood. This account is very unfavorable indeed, and we are almost inclined to dislike rain for the mischief it did then.

Rain is very useful. It makes the trees, and plants and flowers grow; it cools the air on a hot summer's day, and seems to revive us, as well as Dame Nature herself.



LESSON CIX.

RAIN — *Continued.*

1. Are there any places in the world where rain never falls?
2. What do the people dwelling in those regions do for water?
3. You have said rain is useful; is it ever injurious?
4. In what portion of the world does the greatest amount of rain fall?

5. Where does the least quantity fall?
6. When is rain most refreshing to you?
7. Are you fond of rainy days?
8. What is your favorite employment when it is too wet to venture out doors?
9. Suppose two drops of water, having descended side by side, and falling on the water-shed in Minnesota, should be separated, one seeking the ocean by the lakes, the other by the Mississippi, what do you think they would say to each other if they should meet in the ocean?



LESSON CX.

CLOCKS.

1. Why are clocks so called? Because the first clock seemed to cluck like a hen.
2. Describe a clock.
3. When were clocks invented?
4. By whom were they invented?
5. Are clocks useful?
6. For what are they used?
7. Were the first clocks made anything like those we have now?
8. What were used before clocks were invented, to denote time?
9. Where is the largest number made?
10. Where is the most noted clock in the world?
11. Tell all that is wonderful about it.
12. What does a clock say to you?
13. Can you make a clock say what you are thinking of?

14. Have you ever seen or heard of Estell's celebrated Programme Clock for Schools?

15. How does it differ from others?



LESSON CXI.

SHOES.

1. Of what are shoes made?
2. Are all shoes made of the same material?
3. Describe a shoe.
4. What were worn before shoes were known?
5. Are shoes subject to the changes of fashion?
6. Tell some change that you know.
7. Of what use are shoes?
8. Did you ever hear of another use for them?
9. Tell the story of the "Old Woman who lived in a Shoe."



LESSON CXII.

BALLS.

1. What is the shape of a ball?
2. Mention some other things that are round.
3. Are they exactly the same shape as a ball?
4. What is the shape of a ring?
5. Is a ring like a ball?
6. Tell the difference.
7. How many varieties of balls do you know?
8. Which kind is most useful?
9. Are balls generally useful?
10. Upon what do you and everybody else live?

11. What is its shape?
12. Is not that really the most useful ball that you know?
13. Why is it most useful?
14. Which ball is a greater favorite than all others?
15. Why?
16. How are balls made?
17. By whom are they made?
18. Which is the oldest ball in existence?
19. If it could speak what do you think it would say?

LESSON CXIII.

THE RAINBOW.

1. When the sun shines after a rain, what may be seen in the sky?
2. Describe the rainbow as it appears to you.
3. What colors may be seen?
4. What word do the initial letters spell?
5. When only is the rainbow seen?
6. What causes the rainbow?
7. What is its shape?
8. Can you tell why it is circular?
9. When was the first rainbow seen?
10. Do you suppose there was a rainbow before the flood?
11. Give your reasons for thinking as you do.
12. At what time in the day does the rainbow appear?
13. Did you ever see one at noon?
14. What proverb is there about a rainbow in the evening or in the morning?

15. Are rainbows only seen after a rain?
16. Did you ever see steam or mist upon which the sun was shining?

At Niagara Falls, when the sun is shining, you can scarcely look without seeing a rainbow. Why is this so?

17. Is the light of the moon powerful enough to produce a bow?

18. What is such a bow called?
19. What is the old story about the treasure to be found at the end of the rainbow?
20. Did you ever search for it?
21. Of what should the rainbow always remind us?



LESSON CXIV.

A RIDE TO THE COUNTRY.

1. When did you leave home?
2. What sort of day was it?
3. Who went with you?
4. What did you see on the way?
5. Which was the most beautiful place you passed?
6. How far did you ride before you came to your journey's end?
7. Where did you stop?
8. How long did you stay there?
9. Were you pleased with the place?
10. Did the ride home seem as pleasant as the ride there?
11. What time did you reach home?
12. What did you wish when you arrived at home, and saw the carriage taken away?

A RIDE TO THE COUNTRY.

We left home at 3 o'clock on a pleasant afternoon in May. We means Father, Mother, Baby Nellie and myself. The weather was delightful. The trees had put on their best green dresses for the occasion, and the sky was as clear and cloudless as on those matchless days in June. After a ride of a few minutes, we had left the city and our home behind us, and were enjoying the green fields and the glad songs of the birds. There were many odd things to see along the way, and we were quite merry at the expense of persons whom we did not know. A small house with a projecting roof, reminded mother of a little boy who had on his father's hat, while the rickety steeple of a dilapidated church made father think of a man who had lost his front teeth, and had not yet been to the dentist's to get new ones. Besides these funny things, we saw many spots to which Nature had been very kind. One I remember, where she had planted wide-spreading elms, and then trained delicate vines over the rough bark, that nothing unsightly might be visible. A lover of hers, admiring the spot which she had so tenderly remembered, had placed a little white cottage in the shade of those friendly trees. So tiny and so cosy it looked, that it seemed almost like a bird's house, and I thought surely its inhabitants must be happy. I said: "When I am a man, I will have just such a house for myself, if I can find just such a place in which to build it." We rode eight miles, and then alighted at the hotel in a small village. Here we had tea, to the great delight of Baby Nellie, who was not very often permitted the great privilege of taking tea away from home. The village seemed pleasant, and I said it would be nice to stay there all the time. But father did not agree with me. After an hour's rest, we started for home. It was now near evening. Things seemed changed. There were more people in the road than when we went. I suppose it was because the day's work was done, and they were going home to supper and to rest. We reached home about eight o'clock in the evening. Baby was tired, and mother said she was glad to be there again; but I could not help thinking, as the carriage was taken from the door, what a nice thing it would be to ride always, forever to ride.

LESSON CXV.

A RIDE IN A STREET-CAR.

1. Where did you take the car?
2. Who were in it when you stepped in?
3. Where do you think they were going?
4. What other persons patronized the street-car?
5. Do you think they came because you were there?
6. What amusing things happened?
7. What sad things occurred?
8. What did the conductor say to you when he came to collect the fare?
9. Was he cross or pleasant?
10. Where did you alight?
11. What do you think of street-cars?
12. Do you think they ought to run on Sunday?

LESSON CXVI.

A JOURNEY TO BOSTON.

Laying aside the questions, write a description of a journey to Boston, with regard to the following heads:

1. Object of the journey.
2. What route was determined upon.
3. When and how did you leave home.
4. The nature of the country.
5. Impressions of the city.
6. What you saw in the city.

In place of Boston, you may substitute any place more familiar.

LESSON CXVII.

A JOURNEY TO RUSSIAN AMERICA.

1. Object of journey.	4. An account of R. A.
2. Route taken.	5. Description of people.
3. Description of journey.	6. The owners of R. A.

LESSON CXVIII.

SUBJECTS.

1. A Walk to School.
2. A Journey down the Mississippi.
3. A Visit to Niagara.
4. A Journey around the World.
5. A Visit to Mammoth Cave.
6. A Visit to Mt. Washington.

This may constitute one lesson or several, as the teacher ~~may~~ prefer.

LESSON CXIX.

A RIVER.

See picture, page 86.

PLAN.

1. Sources of a river.	5. Small rivers.
2. Channel of a river.	6. The use of rivers.
3. Mouth of a river.	7. The beauty of rivers.
4. Largest river in the world.	

. SOURCES OF A RIVER. The sources of a river are various. Some of them have a beginning in a little spring on a mountain, where the indication of their presence is the peculiar brightness of the green around them. Some rivers are the outlets of lakes, and so the lakes

become the source. Other rivers spring from the union of rivulets, and then we say they are formed by the junction of two streams.

2. CHANNEL OF A RIVER. Travelling from the source of a river, we soon find that it becomes wider and wider, and that it is not so easy to see the bottom as it was when we started. The part of a river included between the land on each side, we call the channel, and the bottom, that finally becomes invisible, we call the bed of the river.

3. MOUTH OF A RIVER, etc.

LESSON CXX.

PLAN.

1. Parts.
2. How and by whom made.
3. Description.
4. Use.
5. What people did before the invention was made.
6. Stories, quotations, etc.

After the preceding plan, let the pupil write a composition upon each of the following subjects :

1. A Railroad.	4. A Ship.	7. A Clock.
2. A Canal.	5. A Bridge.	8. A Bell.
3. The Telegraph.	6. A Watch.	9. A Broom.

LESSON CXXI.

Let the pupil write a composition upon each of the following subjects, making his own plan :

1. A Knife.	3. A Swing.	5. A Pen.
2. A Drum.	4. A Hoop.	6. A Book.

LESSON CXXII.

THE ELEPHANT.

1. Shape, color, general appearance.
2. How found, singly or in groups.
3. What they eat in a native state.
4. Are they wild or tame?
5. In what country are they found?
6. Are they useful or injurious?
7. Stories.

LESSON CXXIII.

After the preceding plan, let the pupil write upon each of the following subjects :

1. A Cow.	4. A Hen.	7. The Rat.
2. A Hog.	5. A Cat.	8. The Spider.
3. A Horse.	6. A Dog.	9. The Butterfly

LESSON CXXIV.

GAME OF TWENTY QUESTIONS.

There is a very pleasing and amusing way to draw out children on certain subjects, called the "Game of Twenty Questions." We will introduce it here, since it is not well known to all teachers. The teacher says to the pupil, "I am thinking of something about which you may ask me twenty questions. If, at the end of twenty questions, you cannot guess what is in my mind, I will tell you, and you must write a composition about it."

QUESTIONS.

1. Is it an animal? It is not an animal.
2. Is it a vegetable? It is not a vegetable.
3. Is it a mineral? It is not a mineral.
4. Is it a solid? It is not a solid.
5. Is it a liquid? It is a liquid.
6. Of what color is it? It varies in color. Sometimes it is pure white, and sometimes it is yellowish.
7. Is it transparent? It is not transparent.
8. For what is it used? It is used for many purposes, so many that I cannot tell all of them. I think it is principally used in cooking Animals as well as man eat it.
9. How would heat affect it? Heat would probably make it thicker than it usually exists.
10. What effect would cold have upon it? Cold would freeze it.
11. Where is it found? It is not found, but may be made in almost all parts of the world.
12. Who make it? It is made by men and women, and sometimes by children.
13. How is it made? It is made in many different ways, but the principal thing necessary is to keep it in motion.
14. Where do people keep it? Since it is a liquid, it must be kept in a vessel, and this vessel may be placed almost anywhere.
15. Will it keep long without spoiling? No, it should be used immediately.
16. Does it cost much? No, it costs but little.
17. How is it sold? It is sold by the pint, quart, and gallon.
18. Can you buy it at the stores? Not often, you must go where it is made.
19. Do people generally like it? The tastes of people differ in this respect. Many like it, and many do not like it.
20. Do you like it? I like it very much indeed.

Probably before this time, some one will have guessed that you are thinking of "Buttermilk" If not, when the

twentieth question has been answered, tell them, and then require each pupil to write a composition upon this subject. The answer given above will give a composition something like the following :

BUTTERMILK.

Buttermilk does not belong to the animal, vegetable, or mineral kingdom. It is neither a mineral nor a solid, but is classed with the liquids. Sometimes it is pure white, and sometimes it is of a yellowish hue. Objects cannot be seen through it, so it is not transparent. It is used for so many purposes that I cannot tell you all. Both men and animals use it for food. Heat would make it thicker than it is usually found, while cold would freeze it as quickly as it does many liquids. Men, women and children assist in making it. It is made in different ways, but the principal object is to keep up some kind of motion in it. It is kept in vessels, since it is a liquid, and these vessels may be kept almost anywhere. It cannot be kept long, therefore it must be used almost immediately. It is not expensive, and a small or large quantity may be bought. It cannot often be purchased at the stores, but buyers must go where it is made. People generally like it, and I am sure I like it very much.

The teacher can give another similar exercise.



LESSON CXXV.

PROVERBS.

Another interesting and profitable exercise is, to give a proverb, and have the children write the meaning in their own language. If you give the proverb, "Children should be seen and not heard," you will get in return something like the following:

Those persons who are too young to have a settled opinion of their own, should, in the presence of those who are older, keep silent, and listen to what their elders may say.

PROVERBS FOR EXERCISE.

1. The rich and poor meet together: the Lord is the maker of them all.
2. Train up a child in the way he should go: and when he is old he will not depart from it.
3. A soft answer turneth away wrath: but grievous words stir up anger.

LESSON CXXVI.

ILLUSTRATIONS.

Another pretty and quite interesting exercise is to require the children to write an illustration of some subject. The following are specimens written by a class of children of about fourteen years of age. They were asked to write an illustration of an honest school-boy.

An honest school-boy is like a clock, always moving forward and never losing time.

An honest school-boy is like a silver bell. He is made of the true metal and rings the true sound.

An honest school-boy is like the upward arm exercise, always moving upward.

An illustration of truth was asked for, and the following was received:

Truth is like a ring, it has neither beginning nor end. It always was and always will be.

Truth is like the rain, washing from our conscience all the bad

TOPICS.—A Clear Conscience.

A Merry Heart.

A Tried Friend

LESSON CXXVII.

IMPROPTU EXERCISES.

TO THE TEACHER. — It is desirable to stimulate *rapidity* of thought, even if it be done at some sacrifice of *accuracy*.

For this purpose we recommend impromptu writing. Suppose your class is before you, with paper and pencil in hand, and the time to devote to the exercise is thirty minutes. You may assign a topic to the class and allow fifteen minutes for writing, and fifteen for reading the various productions.

The author was at one time present at such an exercise, when the subject assigned was **A GARDEN**.

The following is one of the compositions produced at that exercise. It is printed here without the slightest correction, just as it was left by the student at the close of the fifteen minutes.

A GARDEN.

The garden of which I think first, is, of course, my own. I cannot tell you how it looks now, for other hands than mine have trained the jessamine over the lattice, and strangers have tended the pansy bed.

In my garden I have my particular favorites, a moss-rose bush and a large pansy bed. Sitting under the shade of the apple tree, by the pansies, I talk to them by the hour, and they nod their bright little heads and say sweet things to me. The river is but a little distance from my garden, and its gentle ripple is always heard, adding much to the sweet influence of the spot.

How many bouquets I have gathered from that garden, for friends whom I dearly love.

Now and then a tiny flower to place in a letter that shou'd tell more sweet things than I could write.

Blue forgetmenots I gather for the graves of those who live with the angels, and rose buds for the hair of those who live with us A

treasure is my garden, and I am longing for it to-day with a tender yearning which shall soon be gratified.¹ One rose bush in my garden makes me sad, so sad, for the first bud which ever opened its white petals to the morning sun, I picked while the dew was yet on it, and placed it between the waxen fingers of a dead friend. The memory of that morning, when the world without was so gloriously lovely, and the world within so dark, and cold, and dreary, will linger forever around my white moss rose.

It seems sacrilege almost to gather a rose from that bush, unless it be for the grave of the loved one.

No spot in the garden holds my attention so long as the apple-tree, with the pansies underneath. The sun will struggle through the branches, and flock the golden hearts of the lovely flowers, as though the sunbeams, too, love pansies best.

JENNIE —————



So far, the attention of the pupil has been mainly directed to acquiring a free use of language; to expressing his ideas in a neat form on paper, and to the observation of some of the more common errors of speech — such as might not inappropriately be called hereditary.

To form in the pupil the habit of watchfulness and self-criticism in regard to the language he uses, is of the highest importance. This should not be deferred until he has a knowledge of the *Science of Grammar*, but should precede it. If left to that time, his habits of speech will have been formed, and experience shows that few persons correct those habits, although their book-knowledge of the *science* be complete.

Hence; teach the *child* the *use*, and the *adult* will soon acquire the *science*.

¹ It was very near the close of the school year.

LESSON CXXVIII.

GROUPING WORDS INTO CLASSES.

We will now proceed to the examination of written language, with the view of introducing the pupil to the study of the *science*.

TEACHER TO THE CLASS.—If you were in the midst of a large forest, you would observe around you a great multitude of trees. These trees are not all of the same kind, yet, by examination, we shall find that although the number of trees is great, the number of different kinds is not large. You will observe a great many of one kind, called beech-trees, another called oak, another ash, etc., etc. So, if we examine the *use* of each of the great number of words found in any book, we shall be able to collect them all into a few groups, and give each group a name.

EXAMPLE.

Mary loves trees, fields, flowers and birds.

Teacher.—How is the word *Mary* used?

Pupil.—It is used as the *name* of a person.

T.—We will put all the *names* into one group, and call them **Nouns**.

T.—How is *loves* used?

P.—It expresses what Mary *does*.

T.—Yes, it expresses *action*, and we call it a **Verb**.

For the present we will put all words that express action into the class called **Verbs**.

T.—Do you see any other names?

P.—Yes; trees, fields, flowers, birds.

T. — Right. Put them into the class called Nouns. Are there any words left?

P. — One, the word *and*.

T. — Yes. It is used to connect the words *flowers* and *birds*, and we call connecting words, **Conjunctions**.

Thus, you see that we have already found three groups or classes.

Names, or Nouns. — Mary, trees, fields, flowers, birds.

Action-words, or Verbs. — Loves.

Conjunctions. — And.

T. — The use of a word alone determines the class to which it belongs. Often, words spelled alike are used differently and thus belong to different classes.

The boys play ball. How is the word *play* used? I like the *play* called *Hide-and-Seek*. How is the word *play* used in this sentence?

Write a sentence containing the word *spring* as a noun. One containing the same as a verb.

Do the same with each of the following:

Snow,

Heat,

Chest,

Farm,

Rain,

Love.



LESSON CXXIX.

GROUPING WORDS — *Continued.*

Teacher. — The boy writes. Place a word before boy that will tell what kind of boy writes.

Pupils. — The tall boy writes. The large boy writes. The — boy writes. The — boy writes.

T. — What do those words express?

P. — They express, or tell what kind of boy.

T. — To what word do they add an idea?

P. — To the word boy.

T. — And the word boy belongs to what group?

P. — The word boy is a name, and therefore, a —.

T. — These words above are, then, used for what purpose?

P. — They are used to tell —, and also to add — to a —.

T. — We want a name for this class.

We will call them **Adjectives**, because the word adjective means added or joined to.

An Adjective is a word that —. (Pupil may complete the definition.)

T. — Modify¹ each noun in the following sentences by an adjective. Write the sentences.

1. The girl knits the stocking.
2. The farmer sows the grain.
3. The cow eats grass.
4. The moon is in the heavens.

Use the following words, first, as nouns, then, as adjectives.

Brick,	Glass,
Gold,	Hair.

Use the following as verbs and as adjectives

Black,	Round,
Perfect,	Level.

We have found four groups, or classes of words. What are their names? For what are they used? Give an example of each?

¹ Teacher explain the meaning of *modify*.

LESSON CXXX.

GROUPING WORDS — *Continued.*

T. — John studies what John chooses.

What word could be used instead of the second John?

P. — The word *he*.

T. — The word John is what kind?

The word he is used instead of what, then?

We therefore find a new class of words used instead
of —.

We call this class **Pronouns**. The part, *pro*, means
for, or instead of. Therefore, *A pronoun is a word* —.

(Pupil finish the definition.)

Thus, we have found a fifth class or group.

Supply the proper pronouns in each of the following
blanks. Write the sentences.

1. Anna loves — doll.
2. Walter and — father sell — wheat.
3. Carrie broke — arm.
4. Carrie is a noun, because — is a name.
5. Mary and I know — places.

Write a sentence for each of the following pronouns: I,
thou, he, she, it, we, you, they.

Write a sentence containing a noun, an adjective, a verb
and a pronoun. Designate each by placing the figure 1 over
nouns, 2 over verbs, 4 over adjectives, 5 over pronouns.



LESSON CXXXI.

GROUPING WORDS — *Continued.*

T. — The good boy writes.

Add a word to express how he writes.

P. — I will add the word *well*.

T. — Does the word *well* add an idea to *boy* or *writes*?
To a noun or verb?

The word *well* is therefore used to express — (Pupil fill blanks) and is added to a —.

What name shall be given to it?

Adverb, because it means added to a verb.

In the sentence, The *well boy* sat beside a sick boy, what kind of word is *well*? To what kind of word is it joined?

To what are adjectives joined?

To what are adverbs joined?

What does an adjective express?

What does an adverb express?

What, then, is the difference between an adjective and an adverb?

An adjective is a word used, etc., — and an Adverb, etc., —.

In the sentence, The *swift horse* won the race, how is *swift* used? To which class does it belong?

In the sentence, The bird flies *swiftly*, how is *swiftly* used? To which class does it belong?

What do we add to the adjective *swift* to change it to the word that is an adverb?

A great many words can be changed from adjectives to adverbs in the same manner; yet, please to bear in mind that the *use* of a word alone determines its kind, or class.

Write sentences containing the following words used as adjectives:

Happy,

Bad,

Neat,

Wise,

Sweet,

Rich.

Add *ly* to each and write sentences in which the words thus formed will be adverbs.

Write sentences containing the following used first as adjectives, then, as adverbs.

Best,

Fast,

Hard,

Early.

Thus, we have found the sixth group or class of words, called adverbs.

The following sentence contains some of each kind. Select each kind and place the proper number over them, that is, 1 over nouns, 2 over verbs, etc.

4 4 1 2 4 1 3 2

The industrious pupil studies long lessons and learns
5 6
them well.

For the present, we will put the little words *the, a, an*, in the class called Adjectives. Therefore, put 4 over *the*, and put it in the proper group.

Review of groups found :

1. *Nouns.* — Words used as names : Pupil, lessons.
2. *Verbs.* — Words that express action : Studies, learns.
3. *Conjunctions.* — Words that connect : And.
4. *Adjectives.* — Words that express equality : Industrious, long the
5. *Pronouns.* — Words used instead of nouns : Them.
6. *Adverbs.* — Words that express manner : Well.

LESSON CXXXII.

GROUPING WORDS — *Continued.*

7

The book is *on* the table.

7

The book is *over* the table.

7

The book is *under* the table.

*T*eacher.—Place a book in the position represented by each of the above sentences. Which words express the relation of the book to the table?

P.—The words *on*, *over* and *under*.

T.—Yes, such words are said to express *relation*. They are generally placed before nouns or pronouns, and we name the group **Prepositions**. Place 7 over each.

7. *Prepositions*.—Words which express the relations of different things to each other: On, over, under.

Alas! my friend is dead.

Pshaw! such words are of no use.

T.—What is the use of the words *Pshaw* and *Alas*?

P.—They express the sudden and strong feeling of the speaker.

T.—Yes, such words as express strong feeling or emotion, we call **Interjections**. This is our eighth class or group. You observe that our only guide for grouping words has been their **use** in the sentence.



LESSON CXXXIII.

GROUPING WORDS — *Continued*.

As in the forest, *all* the trees that we call oaks are not exactly alike in all particulars, so, sometimes all the words that we throw into one group are not used for exactly the same purpose.

SENTENCES.

John was an industrious student, and he is now a fine scholar.

John studies his lessons diligently, and is loved by all who know him.

T.—The word *was* expresses John as *having been* industrious; the word *is* as *being* a fine scholar. Such words express *being*, and are put with action-words in the class called Verbs. The words, *is loved*,

represent John as being *acted upon* by his friends. We also class such words with Verbs.

Thus, in the sentences —

John is a good boy,
John studies his lessons,
John is loved by all;

the word *is* expresses *being*, the word *studies* expresses *action*, and the words *is loved* express *being acted upon*, and as they are all called verbs —

A Verb is a word that expresses to be, to act, or to be acted up on.



LESSON CXXXIV.

SENTENCES FOR EXAMINATION.

1. The large bird flies *swiftly*.
2. The *very* large bird flies *exceeding swiftly*.
3. The book lies *here*.
4. The party started *early*.

For what is the word *swiftly* used? What word does it modify?¹
In the second sentence, for what are the words *very* and *exceeding* used? What words do they modify?

In the third sentence, for what is the word *here* used?

What word does it modify?

What is the use of the word *early*?

We observe the following facts:

Swiftly denotes *manner* and modifies the meaning of a *verb*.

Very denotes *degree*² and modifies the meaning of an *adjective*.

Here denotes *place* and modifies a *verb*.

Early denotes *time* and modifies a *verb*.

All the words, *swiftly*, *very*, *exceeding*, *here* and *early*, are called Adverbs, therefore,

¹ Teacher explain meaning of the word modify.

² Teacher explain degree.

An Adverb is a word used to modify the meaning of a verb, an adjective, or other adverb, and generally expresses time, place, degree or manner.

From the various USES of words we have formed eight groups, *Nouns, Adjectives, Pronouns, Verbs, Adverbs, Prepositions, Conjunctions and Interjections*. For convenience, we call each group a **Part of Speech**.

DEFINITIONS OF PARTS OF SPEECH.

1. **A Noun** is a name.
2. **An Adjective** is a word used to modify the meaning of a noun, and generally expresses quality.
3. **A Verb** is a word that expresses being, action or being acted upon.
4. **An Adverb** is a word used to modify the meaning of a verb, adjective or other adverb, and generally expresses time, place, degree or manner.
5. **A Pronoun** is a word used instead of a noun.
6. **A Preposition** is a word used to show the relation of words.
7. **A Conjunction** is a word used to connect words or sentences.
8. **An Interjection** is a word used to denote some strong feeling or emotion.

QUESTIONS.

1. What are Parts of Speech ?
2. How many Parts of Speech have we found ?
3. What is a noun ? An adjective ? A verb ? A pronoun ? A preposition ? A conjunction ? An interjection ?
4. Write a sentence containing a noun, an adjective and a verb.
5. One containing a preposition.
6. One containing a conjunction.

7. One containing an adverb expressing manner.
8. One containing an adverb expressing time.
9. One containing a pronoun.

LESSON CXXXV.

SUBJECT AND PREDICATE.

Teacher. — Express a thought about boys.

Pupil. — Boys play.

T. — Express, similarly, thoughts about dogs, birds and girls.

P. — 1. Dogs bark. 2. Birds fly. 3. Girls study.

T. — Of what do you speak in the first sentence?

P. — I speak of dogs.

T. — Yes. In every sentence it is necessary to speak of something. That of which something is said is called the *subject*. In this sentence you speak of *dogs*, hence *dogs* is the subject.

Point out the subject in each of the other sentences.

What do you say of dogs?

P. — I say *dogs bark*.

T. — Correct. In every sentence something must be said of the subject. That which is said of the subject is called the *Predicate*. In this sentence, *bark* is the predicate.

As no complete sentence can be formed without a subject and a predicate, they are called the *principal parts* of a sentence.

<i>Sub.</i>	{ Dogs
<i>Pred.</i>	

Arrange the other sentences in a similar manner, placing the subject in the upper part of the bracket and the predicate in the lower part.

What part of speech is each subject? Each predicate?

Every predicate must contain a verb, and subjects generally contain a noun or pronoun.

Write three sentences, each containing a single word as subject and predicate.

Example. — Fishes swim.

Modify the subject of each by an appropriate adjective.

Ex. — Large fishes swim.

Modify the predicate of each of the last sentences by an adverb expressing manner.

Ex. — Large fishes swim swiftly.

Modify each adjective and each adverb by another adverb expressing degree.

Ex. — Very large fishes swim exceeding swiftly

Draw a bracket and arrange each sentence in it, placing the subject and its modifiers in the upper part and the predicate and its modifiers in the lower part.

Ex. — { fishes | large | Very
 { swim | swiftly. | exceeding

Large modifies *fishes*, and in arranging it in the bracket we place it to the right of *fishes*, and place a short vertical line between them. Similarly, because *very* modifies *large*, we place it to the right of *large*. On the same plan arrange the predicate. In separating sentences in this manner *always place modifying words to the right of those they modify*.

Separate the words in the last sentence into different groups or Parts of Speech.

Ex. — *Nouns* — Fishes. *Verbs* — Swim. *Adjectives* — Large. *Adverbs* — Very, swiftly, exceeding.

Separating the words of a sentence into their appropriate groups or Parts of Speech, is called **Parsing**.

Separating a sentence into its principal parts, is called **Analysis**.

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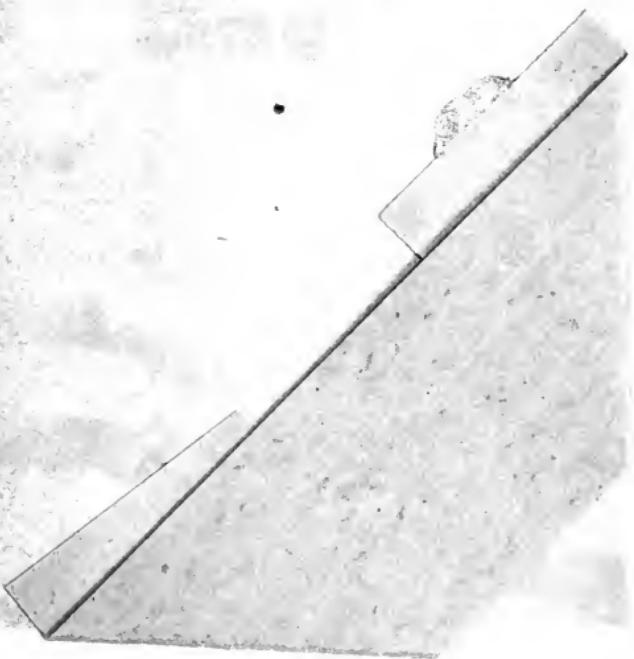
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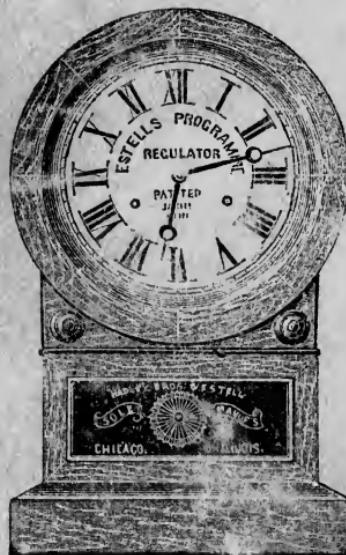
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